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ABSTRACT

The report compiled by the Committee to Eliminate Sex Discrimination in the Public Schools, Ann Arbor, Michigan, for their Board of Education, points out the areas of school life in which females are not given the chance or the encouragement to aspire to competence. Four areas of particular disadvantage are stereotyping in books, athletic programs, industrial arts and home economics programs, and administrative policy, which entails hiring female principals and designing buildings with facilities for both sexes. Discussion of these concerns is illustrated by exhibits from textbooks, memos, statements of policy, letters, and bibliographies of alternative literature emphasizing women. A list of 43 specific problems within those four areas, summarizing the content of the report and giving suggestions for solutions, is keyed to the discussion and exhibits for easy reference. This edition of the report includes sections on problems that have been ameliorated but which are maintained with the hope of aiding other school systems and action groups. (JH)

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Marcia Federbush

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SCHOOL ATH...

...Chairman of Interscholastic Athletics . . . . . 17% B plus 1 period released time during the 1st semester

Head Football Coach . . . . .12% B

1. Head Junior Varsity Football Coach . . . . . .11% B
2. Assistant Football Coach . . . . . 9% B
3. Cross-Country Coach . . . . . .20% B
4. Head Basketball Coach . . . . . .16% B
5. Assistant Basketball Coach . . . . . .17% B
6. Head Wrestling Coach . . . . . .15% B
7. Assistant Wrestling Coach . . . . . .17% B
8. Head Swimming Coach . . . . . .15% B
9. Assistant Swimming Coach . . . . . .15% B
10. Gymnastics Coach . . . . . .17% B
11. Hockey Coach . . . . . .17% B
12. Head Track Coach . . . . . .15% B
13. Assistant Track Coach . . . . . .15% B
14. Head Baseball Coach . . . . . .11% B
15. Assistant Baseball Coach . . . . . 9% B
16. Golf Coach . . . . . 9% B
17. Tennis Coach . . . . . 30% B
18. Trainer, Athletic . . . . . 3.0% B
19. . . . . 14.0% B
20. . . . . 5.0% B

C. Senior High Girls . . . . . 11.0% B

1. Modern Dance
2. Cheerleaders Coach
3. Aquaneers
4. Girls Athletic Club

Girls Athletic Club
Girls Swimming
Girls Swimsuits

Approximate Total for Boys' . . . . . $ 37,041

Approximate Total for Girls' . . . . . $ 3,228

SENIOR AND JUNIOR HIGH SCHOOL GIRLS INTERSCHOLASTIC ATHLETICS DIRECTIVES

1. Teams in all sports are to be in charge of and under the direct supervision of a woman member of the faculty and shall be coached by women.
2. Girls shall take part ... per week ... exceed one ...
3. A girl shall ... calendar week and in ... consecutive days ... girls. (See ...

MAY, 1971

...ire practice ... length. Practi...

...ation in the above ... per calendar week

...ical examination of ... during the ...

...scholastic athletic cases, the student ...

...ther return.

...there is to be no ... disturbance, she be ... allowed to compete. ... continuing symptoms ... withheld from all athletic ...

...Where more ... 7 ... 154)

...design and construct a project ... sheet metal, bench metal, casting and ... in the various methods of weld...

...of one semester and is ... opportunity to ... mechanical ... sound in regular art rooms ... plastics, ceramic tile, ... design criteria and various ...

...may use IN GIRLS ... (from the eighth grade of that school) ... ONLY students in grades ...

9. The girls basketball schedule of a senior high ... limited to a maximum of 10 games per team. ... may have a school schedule of 3 games ... intercity.
10. For junior and senior ... gram is recommended ... participation ... to ...

...ities of the sport ... extended ... Items to be ...

LET THEM ASPIRE!

A PLEA AND PROPOSAL FOR EQUALITY OF OPPORTUNITY FOR MALES AND FEMALES IN THE ANN ARBOR PUBLIC SCHOOLS

FOURTH EDITION

november, 1973

prepared by the committee to eliminate sex discrimination in the public schools

...Girls Swimming ... 985 Metals (Boys) - T... for boys only. E... in the following a... plastics with instruction in ...

989 Mechanical Drawing/Crafts (Girls) - The ... of each subject. The course ... is for girls only. See cour... Drawing (9981). The Crafts ... work with materials not ordin... such as sheet metal, wrought iron, wood, plastics, ceramic tile, etc. Students will learn basic design criteria and various assembly techniques with emphasis placed on creativ...

Approxi... $ 30,984

Approxi... $ 3,068

Total e... Boys: $68025; Girls: $6296

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An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools can also be obtained from this source (50¢ for first edition; 75¢ for second edition).

January, 1973

Since we began our investigation of sex discrimination in the Ann Arbor Public Schools, several dramatic changes have taken place in our school system, many as a direct result of our findings:

Our past Superintendent, W. Scott Westerman, publicly issued a statement that sex discrimination would end in the Ann Arbor schools, and that sex prerequisites for courses were to be eliminated. Our new Superintendent, R. Bruce McPherson, as his predecessor, has been committed to the task of ridding the school system of "institutional sexism."

Ann Arbor now has nine elementary school principals and one middle school principal and two upper school vice principals who are women. There are still no high school female principals, and the number of women at higher administrative levels has not increased, despite the fact that numerous vacancies have occurred.

Women students have been accepted into home building and industrial arts courses heretofore closed to them, and men students are happily taking sewing and other home economics classes.

In April, 1972, the Board of Education passed An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools, which was based on Let Them Aspire! and formulated by The Committee to Eliminate Sex Discrimination in the Public Schools and The Discrimination in Education Committee of The National Organization for Women (Ann Arbor Chapter). This proposal essentially divided the task among a number of administrators each tackling simultaneously a specific area of concern. It was found, in assembling the proposal, that we could not arrange the problems in order of priority, as we had been requested to do, because when a number of people are being hurt in different ways it is impossible to arrange the hurts in hierarchical order.

As a result of this proposal's passage, we now have a Human Relations Specialist in Charge of Sex Discrimination (an Ombudswoman), and each school must devote one in-service training day to sex discrimination.

We are indeed grateful to have administrators who have kept their eyes and ears open to the evidences of sex discrimination at all levels of the public school system, and who are willing to make many of the changes we request. Unfortunately, it will be a slow process, and citizens in Ann Arbor as elsewhere will have to keep pressuring for equality of opportunity for males and females in all areas of school life. With the recent passage of Title IX, which essentially forbids sex discrimination in publicly funded schools, and of the Equal Employment Opportunity Act of 1972, which prohibits discrimination against employees on account of sex, school systems really have no choice but to seek to attain truly equal (or maximal) opportunity for all members of the school community. This should, in the long run, reap lasting rewards for members of both sexes and for society in general.

In this third edition, we have added a number of new sections, such as one dealing with discrimination against minority female students, but we have not removed older ones which have since been somewhat remedied. This has been done intentionally, in order to provide school systems elsewhere with an indication of the variety of areas in which they may be discriminating sexually, and with a model for suggested methods of change. We sincerely hope this report will help school systems throughout the country to recognize and to solve their problems of sex discrimination, including those in athletics.

preface

I would ask schools to refocus their thinking and establish new priorities. They must give *all* students an awareness of their own potential, a sense of dignity and pride in their jobs, and the confidence that with hard work they can move upward.

As things stand now, boys get a better break than girls. A girl who is not college-bound is offered little choice in vocational training during her high school years. She may take home economics, but the skills taught are generally those that will be useful when she has her own home. Thus, unless occupational possibilities are emphasized, training in home economics is likely to make a girl dependent, not independent.

Home economics teachers must explore the vocational opportunities offered by their subject. A girl who learns to make skirts and aprons has a homemaking skill; a girl who learns to make slipcovers has a marketable skill. Similarly, the student who learns to cook oatmeal may find that useful when he has a small child who will eat it. The girl who can prepare and serve party food, on the other hand, may be able to work as a caterer.

Most high school girls may take secretarial training, but not every girl wants to be a secretary. If that is the only vocational training available, a girl may feel trapped. Unable to go to college and uninterested in office work, she may marry the first man who proposes, feeling that her life offers no interesting career choices. Schools should not be content to turn out graduates with such limited horizons. They have an obligation to open up a variety of interesting vocational opportunities to girls unable to go to college.

Self-discovery, of course, does not take place under teachers who think in stereotyped terms. For that reason, all teachers need to test themselves occasionally—to find out if, consciously or unconsciously, they hold attitudes or prejudices which hinder the young people in their classrooms. Stereotyped attitudes about education for women, their role in society, and the occupations which should be open to them crop up regularly—even in our schools.

The teacher who reluctantly permits a girl to sign up for shop, but makes it clear the course is not ladylike; the math book which shows Susie measuring ingredients for a cake while Johnny builds a rocket; the committee which awards more scholarships to boys than to girls (girls may marry and not "use" their education) are all examples of stereotyped thinking about male/female roles.

With greater freedom to choose and more control over their own destinies, some women will select untraditional occupations, and so will some men. We'll see more women repairing cars and appliances, and working as computer programmers, engineers, jockeys, and stockbrokers. More men may choose careers as nurses, secretaries, social workers, and elementary school teachers.

We're not going to build this kind of world in a day, but the schools can move us toward it. If girls are to find broader vocational opportunities, they will need counselors who can advise on the basis of what is possible now, not on what was available in the past.

We also must have more teachers who believe in each student's individuality—who are enlightened enough to realize that the function of the school is to help each person develop his or her highest potential.

I am not calling for the schools to chart a new direction. Rather I'm asking that they refocus their attention and reorder their priorities to meet the needs of all students. In an age which is increasingly impersonal—even dehumanized—the teacher's concern for each individual is a most essential ingredient in the educational process.

ELIZABETH DUNCAN KOONTZ, *director of the Women's Bureau, U.S. Department of Labor, Washington, D.C.; former North Carolina teacher and former president of NEA.*

Excerpted from
New Priorities and Old Prejudices
in Today's Education, March, 1971

INTRODUCTION

The Committee to Eliminate Sexual Discrimination in the Public Schools is a group of city women who have voluntarily come together to explore areas of public education in Ann Arbor, which, however unwittingly, needlessly discriminate against or stereotype one sex or the other. We have concentrated largely on discrimination against females because we feel that girls and women are so much more handicapped in this regard than are boys and men. If we can help ensure that no educational area will be the exclusive province of one sex, then both sexes will benefit. Clearly, to say that males should have equal opportunity with females is much like saying, "Whites should have equal opportunity with Blacks." It is our hope that the recommendations of our report will help to upgrade and humanize the attitudes of all students, faculty, and administrators with regard to the abilities and aspirations of girls and women.

Particularly for the following three reasons, we consider it mandatory for the Ann Arbor schools to make every immediate attempt to eradicate the discriminatory policies, practices, and attitudes revealed in the pages of this report:

1. Ann Arbor has chosen to run a co-educational and public system of education, and as such must grant equal (or preferably maximal) educational opportunity to all youngsters, regardless of sex, race, religion, national origin, physical attributes, and so on;
2. Schools have an obligation to strive to challenge the interests, abilities (actual and potential), and aspirations of every single youngster in the school system; and
3. No student should be turned away from a program of study in which he/she is sincerely interested and potentially capable.

In addition, of course, sex discrimination is distinctly illegal in the schools at this time.

A major difficulty in attaining equality of opportunity for boys and girls is that people have become so accustomed to having different expectations for the two sexes that they act as if the laws of nature require boys to have a course of shop, consisting of wood and metal work, and girls to learn home economics, consisting of cooking, sewing, personal grooming, and child-care. This would be seen as clearcut discrimination if two racial groups were compelled to take different courses; but where sexual discrimination is concerned, it has become so much a part of American life that people tend not to recognize it, although it is entirely open and even blatant. We hope in this report to acquaint the members of the Board of Education and the Administration with areas of discrimination in the schools of which they may be totally unaware.

We wholeheartedly believe, too, that a necessary outcome of education today must be the creation of citizens, male and female, who are able to take care of their own needs without relying on the services of others, and who work cooperatively with others in their living situations. It is therefore essential that girls gain technical competence and boys learn household skills. It must be emphasized that the schools have not created the double standards which exist for boys and girls, since the schools essentially pass on to youngsters the values of the society around them. But schools can help to eliminate some of the harmful effects of sexual stereotyping by being in the forefront of providing equal opportunities to males and females.

We are aware of Dr. Westerman's directive that sexual discrimination is to be eliminated from the Ann Arbor Public Schools, and we sincerely applaud his action. We know that he has asked that sex prerequisites for enrollment in courses be removed and that students be counseled accordingly. (See Exhibit I.) From our numerous conversations with principals, vice-principals, and counselors, however, we feel that school administrators by and large cannot understand the discrimination in many of their programs, and certainly in their attitudes.

It is the aim of this report to help the Administration and our entire school system carry out the goal of ensuring equality of opportunity to males and females in the Ann Arbor Public Schools. In attempting to do so, we shall show that the schools of Ann Arbor in 1971, as most school systems throughout the country, in various aspects of their curricula:

1. Teach girls what they may not do with their lives;
2. Are directing girls to lives of homemaking and child-care;
3. Are providing training to girls in almost no vocational areas;
4. Are showing girls that they cannot be taken as seriously as boys;
5. Are making girls feel incompetent to learn all but watered-down varieties of technical skills;
6. Are not encouraging girls to have extreme personal competence in athletic fields;
7. Are not seeking women to assume administrative roles, particularly at the high school and junior school levels, when such selection significantly affects the lives of girls;
8. In short, except possibly in some purely academic areas, are not providing equal opportunities to males and females, as federal civil rights legislation would require.

The schools of Ann Arbor, however, are making laudatory efforts to eradicate discriminatory policies and practices.

We ask the Board of Education at this time to heed our suggestions most seriously and to ensure their implementation with great dispatch, in order to avoid needless student strife in two or three years when female students become aware that their school experience is placing both subtle and blatant limitations on their personal expectations.

Since we have not wanted to discomfort school administrators by our presence, the report does not cover all possible areas, and may have minor inaccuracies due to recent changes in curriculum. We have sincerely tried to make our information as factual as possible.

The following people have contributed to the production of this study:

Lorraine Autin	Kay Forsythe	Julia Morris
Nan Beebe	Carol Hoffer	Ellen Pechman
Constance Einstadter	Jacqueline Keen	Harriet Powers
Marcia Federbush (Chairwoman)	Lois Lehman	Rusty Schumacher
	Dorothy McGuigan	Maggie Stevens

We are deeply grateful for the kind cooperation and the abundant material offered us by personnel of the Ann Arbor Schools, and we appreciate Dr. Westerman's efforts to end sexual discrimination in the schools wherever it exists.

May 14, 1971 (Revised August 23, 1971)

(By November, 1973, the Ann Arbor School System has had two new Superintendents of Schools, the present one being Dr. Harry Howard.)

1. MATHEMATICS BOOKS

With the advent of new math and its stress on the counting of members of a set, there has been a serious by-product of arranging things in groups. When artists group triangles, stars, and airplanes, almost no one (other than airplane manufacturers) would take objection. But as soon as they arrange people in sets, they seem almost invariably to limit group membership according to sex. (See Exhibit II.) The groupings nowadays have fairly adequate racial representation, but are totally rigid with regard to male/female membership, particularly in the case of occupational groupings. Men may be doctors, astronauts, chefs, policemen, and firemen (among others), while women may be nurses, stewardesses, and waitresses. (Some people insist that the waitresses are housemaids.) The more prestigious, exciting jobs go to the men. Looking at it another way, all doctors are male, all nurses are female, all astronauts are men, and all airplane aides are women. (Men have been suing the airlines over this lately, you may have noted.) It is reported that one first-grader said to her mother, "I can't be a doctor, only a nurse. My book said so."

It is not only adults who are stereotyped in math book pictures. Boys are active - they run, play ball, and play instruments in bands. Girls tend to stand and smile sweetly or jump rope.

In more traditional mathematics books, there are more traditional types of sex discrimination. Here it is assumed that all women and girls have two main interests in life -- cooking and sewing. Word problems revolve around how much flour Susie needs to bake cupcakes or how much cloth she will have to buy to make a costume. To make sure she gets some physical exercise in addition to jumping rope, the artist may picture her walking to the store to buy food or sewing supplies, or walking to school. We see pictures of girls whose mathematical prowess lies in counting plates or glasses, while boys are pictured copying house plans, cutting bookshelves, planting, hiking, or painting rooms -- all with some mathematical connotation.

There are word problems of the "Sally did not know how to..." "Jim helped her..." variety. The boy now and then replies something to the effect of, "I guess girls just don't know how to do math!" There are pictures one encounters while browsing, of young and older women looking totally perplexed about some mathematical procedure, like figuring out how to count a jumbled assortment of objects.

In more advanced math books, there is never an indication that females have ever functioned mathematically. No book mentions the great algebraist, Emmy Noether, for example. Particularly in a subject in which females have long been discouraged from being competent in this country, books should help them to see that women, too, have functioned ably.

We have written to the two offending companies which publish the mathematics series in Exhibit II, and have received extraordinarily encouraging replies from them. (See Exhibit III.) They suggest that they will aim to eliminate sexual stereotyping in their future editions. We ask an official representative of the schools to write similar requests to companies to rid early mathematics books of sexual stereotyping. The Michigan Education Association is sponsoring a bill in 1973 requiring that "all instructional materials sold in Michigan be free of racial, ethnic, and sexual bias." This deserves the support of our schools.

2. ELEMENTARY READING BOOKS

From a small sampling of currently popular elementary school readers, we have become sensitive to a rather startling phenomenon - women are pictured almost exclusively as housewives doing household chores. (See Exhibit IV.) The second most frequent profession, of course, is elementary school teacher (never principal). We have also found, in the books studied here, a check-out girl in a market, a ticket seller at a fair, and two counter-servers in a cafeteria. One other series, not reviewed here, had a hospital scene with nurses. Mothers wear aprons most of the time, they sport funny hats, they go shopping, and they tend to children, but they NEVER WORK (at a time when more than one-half of all women, including mothers, are working). (See Exhibit XXV.) Women are never factory workers, radio broadcasters, doctors (they are rarely even shown as nurses), mail deliverers, bus drivers, lawyers, or pianists. It is almost unnecessary to ask text book companies to exaggerate the roles women play in society; the books our youngsters are reading do not even reflect the real world of Ann Arbor, in which women actually perform a huge variety of jobs. The books do not depict men, either, in the selection of jobs they perform. It would be good, for example, for men to be shown as elementary school teachers, not only as administrators. Young people's feelings about the roles played by various groups are strongly influenced, however subtly, by the pictures in the books they like, and pictures like those in the books reviewed provide no incentive for girls to think in terms of attaining personal goals outside the home. If young children became used to seeing women bus or cab drivers in books, it might not strike them as peculiar to ride in an Ann Arbor bus or cab driven by a woman. One certainly never discovers divorced parents or female wage earners heading households.

In picture after picture, one encounters men performing somewhat exciting-looking jobs: working with tools, putting out a fire, climbing a ladder, driving a plow, working in a zoo. At least they MOVE. (See Exhibit V.) One almost never sees a woman hammering a nail - or for that matter, even wearing slacks.

The problem extends down to the portrayal of children. Boys also move actively in pictures. They run, they fly kites, they ride in helicopters, while girls tend to hold dolls, jump rope, or vacuum clean. (See Exhibits VI and VII.) Most book series have stories in which an old or young female who has done something foolish is rescued by a male (young or old) or a bunch of males. (See Exhibit VIII.) Then there is the inevitable parade of famous people in history. Nearly all are male and of a variety of races. When a woman is depicted, she frequently has attained fame through a male, such as Nancy Hanks and Pocahontas in Exhibit IX.

We are writing to book companies asking them to correct these inadequacies. We ask the schools also to suggest to publishers that they stop stereotyping people into tight roles. Meanwhile, schools must look harder for books in which women and girls are seen functioning capably. We have asked the State Board of Education, in their quest to recommend books dealing well with minority groups, to include females among the groups they are seeking to portray favorably.

For a list of books (not texts) which show girls in a favorable light, as strong-willed heroines and active accomplishers, see Exhibit X, reproduced from Woman's Day Magazine, of March, 1971. Dick and Jane as Victims, published by Women on Words and Images, P.O. Box 2163, Princeton, N.J. 08540, is an exceptional review of sex stereotyping in 134 popular reading books used in public schools.

3. HISTORY BOOKS

In the Exhibits, we have included index pages from two history books available to high school students in Ann Arbor. To judge from these, a miniscule number of women have contributed to the history of the United States - particularly to the political history. Most of the sparse number of women included (See X's in Exhibit XI) were writers or artists of one sort or another. Many of the others were active in the Feminist movement in bringing women the right to vote.

Ann Arbor's Social Studies Coordinator says that historians do not include many women in their researches and that the material in high school texts is based on the writings of these historians. We have therefore contacted Ann Scott, a prominent historian at Duke University, to ask that a carefully researched study of women in history be undertaken, and that high school history texts be rewritten to include women of note. She has written a book this year called, Women in American Life, published by Houghton, Mifflin, and we ask that our schools purchase it. It is written for high school students. Ann Scott says that few historians are willing to research this subject, and recommends that pressure by put on history book publishers instead. We shall correspond with these publishers and ask the Administration to do the same.

Dorothy McGuigan, Ann Arbor authoress of A Dangerous Experiment: 100 Years of Women at the University of Michigan, has compiled the fine list of books about women and women's issues in Exhibit XIb. These books are suitable mainly at the high school level, and we ask the Administration not only to purchase them, but also to recommend them along with other recommended texts, for classroom and library use. In Exhibit XIc, we have included a long bibliography, mainly of biographies of women of accomplishment, and suitable in large measure for elementary and junior high school reading.(1) Jean Ambrose, the untiring chairwoman of the women's rights task force on education (in N.J.) has provided the excellent reading lists in Exhibit XXVIII.

Before the emphasis on Black history, children were never taught of the significant accomplishments of Black people. It was as if there were none. Clearly, the same holds true for women. We would assume that since women number more than half the population and are as intelligent as men when measured by I. Q. tests, there must be countless, untold female contributions to history waiting to be explored.

The State Board of Education has asked the Department of Education to recommend history books dealing strongly with the contributions of minority groups to history. We have written to the Board members asking them to include women in their search. If they do not include women now, they will have to make another study when women begin to pressure for greater recognition. Meanwhile, until the State Board makes its recommendations, we ask our own Administration to seek those history books best detailing the accomplishments of women throughout history. Books dealing with Women's Liberation, a vital part of the current history of women, should also be sought and included.

(1) This bibliography was prepared by Ellen T. Nebel, the librarian of a New York junior high school, and published in the New York City Report on Sex Bias in the Public Schools, prepared by the New York chapter of National Organization for Women.

4. OTHER BOOKS

Sex stereotyping, omission, and condescension can be found in as unlikely places as spelling books, phonics systems, science texts, and social studies books.

In the most widely-used spelling series in Ann Arbor and in the country, page after page is highlighted with boys alone performing heroic, exciting, and daring feats. They are climbing mountains, exploring the moon, building furniture, and playing ball. Girls and women appear in their usual homey roles, with dolls, with aprons, with brooms, and with fancy clothes. Now and then a girl is shown running, but this is a welcome exception. In this series, vowels, which are usually female, are brutally treated by the condescending, superior consonants on either side. They are knocked out of line and ridiculed for not saying their names right or for being dependent on consonants. * A new phonics series, Alpha I, is based mainly on the pedagogic technique that vowels are to be identified as girls and consonants as boys. But the girls are weepy, complainy, helpless creatures who are positively dependent on the tough male consonants for support. Luckily our language has a u, without which q is helpless. (* A newer edition has made changes.)

In science texts, as in math books, the accomplishments of women are essentially ignored. Even when Madame Curie is featured in one, the book shows her standing in the background while two men are performing an experiment up front. Even the types of experimenting that girls and boys do in science books differ. Boys are shown inquisitively investigating problems that capture the imagination. Girls perform routine, cook-book style operations.

The message of social studies books seems to be that the main roles of women everywhere are taking care of children, marketing, and working in textile mills. One book painstakingly describes the historic household roles of women. The accomplishments and potentialities of the women of the world are sorely underrated in social studies (as well as in civics) texts.

Again, citizens and the schools must review textbooks used and make specific suggestions for change to the companies producing them. The State Superintendent's Office should also be impelled to review the books used in the Michigan Public Schools and to make recommendations for ones relatively free of sex stereotypy. Audio-visual aids relating to these areas should also be surveyed.

5. ELEMENTARY SCHOOL PRACTICES (OR MALPRACTICES)

The chief general category of inadvertent discriminatory practices we have observed in elementary schools is the separation of children by sex in a host of seemingly but not actually inocuous areas.

Children are lined up separately; they are seated in separate rows; they are asked to get their coats separately; they are given separate classroom and school duties; they are guided toward separate role expectations; they are encouraged to play separately on the playground and in the gym; and they are assigned to separate mini-classes when the decision is between, say, crocheting and electronics. Boys are allowed to play with blocks; girls with kitchen equipment. Boys are projectionists and girls are library helpers. Teachers list girls' names on one side of their grade books and boys' names on the other. Boys' work is displayed in one place and girls' in another. Library shelves separate books for girls from books for boys.

We want to make it clear that there is no more justification for arbitrarily segregating the sexes at young ages into lines, rows, classes, activities, duties, assumed book preferences, or record lists than there would be for separating them into separate language or math classes -- unless one is doing a comparative psychological study of the statistical differences between the sexes. If they are separated for convenience, then a variety of other arbitrary criteria for differentiation will have to be created.

Separating girls and boys only serves to exaggerate the real and the imagined differences between them and to force children into actually differentiated roles. It says to them that no member of one sex is capable of learning or doing or anticipating what the other sex is learning or doing or anticipating, although there is huge overlap between the ability levels of girls and boys, particularly prior to puberty when so many lasting attitudes are formed. Letting children of both sexes participate with full encouragement in all school activities and duties helps them to respect their own and each other's abilities. Lining up children in separate rows, while it may seem harmless, is a first step toward separating them into all other sorts of groupings. It is one more way of over-emphasizing the differences and the mysteries existing between the sexes and of decreasing the likelihood of cordial, spontaneous cooperation and friendship between girls and boys.

The Superintendent should issue specific instructions that students are <u>not</u> to be separated by sex into activities, rows, duties, and so on, in elementary school (or any other place).

6. STREET PATROLS

We are aware of and we applaud Dr. Westerman's request that school crossing guard duties and service club responsibilities be open to both girls and boys. Casual observation at schools reveals that there is very little evidence of this desegregation, however. We have heard of principals' commenting, "I prefer girls in more feminine roles," or, "I don't want girls to get in the habit of standing on street corners." The underlying reasons for these fears are probably two: 1) that no one will really take a girl's orders seriously, and 2) that girls will not be safe standing alone at a corner.

6. STREET PATROLS - Continued

It is essential in bringing up girls who will partake as adults in government and industry as well as in the home, that they believe themselves to be fully credible people who will indeed be taken seriously. Since upper elementary school girls tend to grow at a faster rate than boys, there is no doubt that other children will listen to them if only they are permitted to exert responsibility. (It should not be necessary for a girl to be physically more mature in order for her to be taken seriously.) If schools are actually worried about girls' safety, then gym classes should teach methods of self-defense. Having a strong ego is directly related to a feeling of ability to take care of oneself. It is clearly not to society's benefit to have girls grow up feeling helpless and fearful for their safety. (In actual practice, there is usually a patrol at two corners of a cross street, so a girl would not be standing alone at an intersection.)

We ask that crossing guards, service clubs, indoor guards, and escorts for kindergarteners contain both sexes, since there are both boys and girls capable of performing these duties.

7. ELEMENTARY ATHLETICS AND PHYSICAL EDUCATION

It is clear that if we wish girls to gain pride and confidence in their athletic ability, we must begin long before junior high school, when many attitudes are already built in, to give them - and boys also - exacting and rigorous training in the skilful coordination of their bodies and the use of their muscles, for aesthetic and artistic as well as for strictly athletic uses.

We recommend, then, that from the earliest grades, children be coached seriously in the proper techniques of activities that will gradually increase the effective use of their musculature. Real training in running, throwing, and gymnastics, for example, rather than in simple team games, relay races, and group dances, would provide excellent foundations for lifelong habits and interests in keeping physically fit.

If after-school athletic activities are offered to boys, they must, in encouraging fashion, be offered to girls also, preferably coeducationally at the elementary level. If such classes become relatively sex-separated, then programs for both sexes must receive equal publicity, equipment, time, use of facilities, and quality of coaching. In every feasible instance, both sexes should represent the team in a sport, either in strictly coeducational groupings or in predominantly male and predominantly female components.

All gym classes should be coeducational to enable all students to develop their individual skills to a satisfying level of attainment, to help students of all ability levels (the less athletic boys, for example) find rewarding athletic experiences, and to enable students to recognize the abilities of both sexes.

Girls and boys must be helped to work together cooperatively on teams. They must never be pitted against each other in competition to "show each other up."

These recommendations should be part of policy directives coming from the Superintendent.

8. ENCOURAGEMENT FOR COMPETENCE

In September, 1970, in three of the four junior high schools, 7th grade girls began the school year with a required, one-semester course in home economics and boys with a required course in industrial arts. (See Exhibit XII.) By now, all girls and boys in grades 8 through 12 have also had their required semesters of these courses. Although students are clearly not aware of it, they have been led by the schools to feel that household work is for girls and mechanical tasks are for boys; women may cut cloth and men may cut wood. (This theme, as shown before, has been reiterated to them from the time they opened their first school reader.) In the middle of the fall semester (1970), when Dr. Westerman's directive that there be no sex prerequisites for courses was announced, a few female students took advantage of the fact that some of the industrial arts courses were suddenly made available to girls. They have had no difficulty in adjusting to the new opportunity, although they entered class late. Some junior high schools, incidentally, still have separate courses for boys and girls.

In the fall semester in at least one junior high school, there were also sexually segregated home economics and industrial arts courses in the eighth grade. The ninth grade curriculum listed few separate courses (See Exhibit XII), but by that time, students apparently know full well in which direction they are to head. A glance at the course description for ninth grade industrial arts in the Junior High Handbook (See Exhibit XIII) shows that the course builds on the skills learned in the seventh and eighth grades. If girls have not been able to take industrial arts in these grades, however, they will not have the skills to enter the ninth grade course. One of the schools solves this type of problem by having a special course in Mechanical Drawing/Crafts for girls. This school does not intend to change that course next semester. (See Exhibit XIIIb.)

At the high school level, sex prerequisites have been tentatively removed from all Home Economics classes (according to Dr. Westerman's directives) with the notable exception of Bachelor Cooking. (This is listed in the current high school Curriculum Guide as Foods (Boys) 659, which is a prerequisite for Foods, Commercial 660, which heretofore has been open only to boys. See Exhibit XIV.) Probably some sewing classes will remain for girls only. Although next year's schedule lists will not specify that certain classes are open only to boys or to girls, the Curriculum Guide now in use, which is set to be revised this summer, still clearly sets sex prerequisites for courses. (See Exhibit XIV.) Even students taking courses in preparation for college and non-home-related careers cannot avoid seeing all the descriptions leading girls in the direction of homemaking as they search for electives.

We have recently heard of a girl who wanted to take an advanced mathematics course. Her advisor did not schedule her for it because she had "already had all the math any girl needs."

8. ENCOURAGEMENT FOR COMPETENCE - Continued

In order to negate all the reinforcements which have led girls into stereotyped, homemaking roles, we beseech the schools to offer girls ENCOURAGEMENT to learn skills heretofore thought masculine. The beautiful mechanical drawing facilities at Huron High School are being wasted for lack of students. Girls should be encouraged to learn that skill. No girl is in the excellently equipped Research and Experimentation class (which helped a Huron High School junior win first prize in the recent Science Fair). Few girls learn wood or metal work or automobile mechanics. It requires bravery at present to sign up for these courses, and only a few girls have been able to muster the courage. If girls were encouraged to learn these skills, then more would elect them without embarrassment.

The Board should be interested in the following data.

CHART I

Median Income for Full-Time Jobs			Women's Median as a Percent of Men's
Year	Women	Men	
1955	$2719	$4252	63.9%
1960	$3293	$5417	60.8%
1965	$3823	$6375	60.0%
1968	$4457	$7664	58.2%

From Current Population Report, Bureau of the Census, Page 60.

This chart tells us that three years ago, women's wages were only 58.2% of men's, and the figure is steadily declining.

CHART II

Percent of Workers in Three Categories Who Are Women		
Category	1950	1970
Professional and Technical	39.9%	39.1%
Clerical	60.2%	74.7%
Skilled Craftsmen	2.4%	2.8%

From Statistical Abstracts of the United States, 1970, Page 225.

It is unfortunate that this chart does not include domestic workers. Women are greatly favored in that category. This chart does suggest that secretarial skills are greatly emphasized to girls, far more than in 1950. In Professional and Technical areas, the number of women is fairly high, presumably since many girls are trained in college to be teachers, nurses, and social workers (among other things); but in skilled manual jobs there is almost no training for girls at all. We submit that if girls were given vastly increased opportunity and encouragement to learn Industrial Arts skills, their pay might become more on a par with that of men.

We ask, then, that counselors, principals, and teachers stimulate in girls the incentive to gain competence in those fields which, until now, have been almost wholly relegated to men. We ask, too, that the emphasis in Ann Arbor's Industrial Arts courses be changed from gearing students to industry to gearing students to personal accomplishment! NO CLASSES SHOULD BE SEX-SEPARATED.

9. REMOVING SEXUAL STEREOTYPES

We feel, based on a number of interviews, that many educators (as well as the general public) regard girls by and large as somewhat helpless, mechanically inept, slightly frivolous, future homemakers. This can be borne out by the following types of comments made by high-placed people in our schools:

"I'd like to see a high school course in Household Maintenance for girls."

"What do you want to take THAT course for? You just want to be with the boys." (This is a principal talking to a female student.)

"I'm all for a course that teaches girls to wire lamps and things."

"When a girl signs up for Industrial Arts, we call her in to see how serious she is."

"Girls are almost uneducable in science!"

That these statements are simply reflections of societal prejudices and not proof of the inferiority of girls can be shown by the fact that women in many other countries function very effectively in roles other than housewife-mother. In Taiwan, women help build buildings; in Russia, women are skilled engineers, bricklayers, doctors, and technicians; in France, women scale mountains with Alpine gear. In fact, during World War II in our own country, women built and flew the airplanes.

There is an increasingly vocal desire on the part of women nowadays - and there soon will be on the part of growing girls - not to be thought of as helpless. A way the schools can help erase this negative stereotyping so prevalent in our society, is to give girls as well as boys experience and encouragement from the earliest grades in the use of building equipment and tools. Girls must build with blocks and construction toys. They must put together models and gain a feeling of competence with tools and machines. Not to give them these privileges assures that they will grow up feeling helpless when confronted with mechanical situations. It also guarantees that women will continue to have more menial jobs than men with considerably lower pay.

Likewise, boys must learn to help themselves - to cook for themselves and to sew their own torn shirts. There may not always be someone else to perform these services for them. If we do not train both girls and boys to feel at home with household as well as mechanical skills, we are ensuring that women will continue to be dependent on men for technical help and men will continue to be dependent on women for household services. The emphasis on care of preschool children, now required of girls alone in home economics classes, would certainly be influential in helping boys realize that they, too, must someday share in the care of their children.

We would recommend, then, that at the elementary level girls and boys alike be called on to build, to sew, to cook, to solve mechanical problems, and so on. At the junior high school level, particularly in the seventh grade in which girls have traditionally been required to take a home economics course and boys an industrial arts course, we ask that Ann Arbor return in modified fashion to patterns used here many years ago, in which both boys and girls were required to study home economics and industrial arts. We would urge that the contents of these courses be redesigned to appeal greatly to students of both sexes, because these are areas which can help provide a lifetime of enjoyment, usefulness, and self-sufficiency.

10. EMPHASIS ON FAMILY COOPERATION IN FUTURE CURRICULUM GUIDES

It is clear that there have been no sexual prerequisites for purely academic subjects, and yet high school boys and girls have only to thumb through the pages of electives open to them to know what directions their lives are expected to follow.

The current Curriculum Guide, which is about to be reprinted, describes all courses available to high school students. Of the 21 Home Economics courses offered, 10 have a clear or obviously implied sex prerequisite. Others are presumably intended for girls, although the word has been omitted. At least six of the 21 courses lead girls directly toward a path of homemaking or housekeeping. Throughout the entire school system, there is no other battery of courses so completely tailored to groom a particular group of students for a specific adult career! (See examples in Exhibit XIV.)

Such phrases as "man's role in the kitchen," and "their (girls') place in society," appear in the Home Economics section of the Guide. We ask that at both the high school and the junior high school levels, there be a drastic rethinking of the emphases in the home economics area. Since girls and women tend to do more than their share of the care of children, and since there tends to be a lack in American society of paternal involvement in the upbringing of young children, it is suggested that boys should be encouraged to take courses in childcare (till now required of all junior high school girls). Stress on personal grooming (See Exhibit XIIa) should either be required of both sexes or should be relegated to extracurricular club status, if included at all. When girls are encouraged to concentrate on their appearance, it is most often with the intent of making them marriageable. In addition, television and other media constantly bombard girls with the necessity of personal grooming for the sake of popularity.

More appropriate coeducational courses for today's society might deal with management of home life in families in which all adults are working, or cooperative family living, stressing the sharing of traditional roles.

11. BACHELOR COOKING VERSUS COOKING FOR THE FAMILY

Next semester the high school course currently listed as Foods (Boys) will be labeled Bachelor Cooking (or a name similar to that). It will be open to boys who, we are told, want to learn efficient, quick, and enjoyable cooking techniques, without having to prepare full, family-style meals and to learn rules of etiquette taught in conjunction with girls' courses. Providing this special emphasis for boys assumes that they will not have to do the family cooking, while the emphasis for girls implies that girls will necessarily marry and devote time to complete meal service. We ask that this course be opened to girls whose interests in cooking are more casual than traditional concepts assume.

The course might also be labeled, "Cooking for Apartment Living," or "Cooking for One," or perhaps, "Cooking for Fun," as all cooking should be.

12. SEX PREREQUISITES

From our interviews with administrators and counselors, we are quite under the impression that Dr. Westerman's directive to eliminate sex prerequisites for enrollment in courses will be difficult to attain, partly because of custom, and partly because of the inability of teachers and administrators (and parents and students) to recognize sexual discrimination when it occurs. For one thing, several of the upper schools seem to be having so many problems to contend with at the present time (such as split shift arrangements and the maintenance of racial harmony) that they have not yet seriously begun to make provisions for the new policy. For another, some schools are proud of their "for boys only" or "for girls only" courses. Tappan Junior High School, for example, feels that it is doing girls a fine service by providing a course for them in Crafts, and Pioneer High School thinks that a separate course in Bachelor Cooking is what male students need. A third difficulty about which we caution the Administration to be on guard is the assumption on the part of school personnel that providing separate courses with the same name to boys and to girls is providing equal education. (This will be dealt with in another section.) The fourth difficulty we foresee is that some courses have become so ingrained in the school program, that it will be very hard to adapt them to the new policy.

Will the emphasis on Clothing, Child Care, Personal Grooming, and Foods in junior high school Home Economics be changed somewhat in an attempt to reach boys, or will the sentence, "All girls are required to take one semester of this course in the seventh grade," simply be removed on the assumption that only girls will continue to sign up for it? (See Exhibit XIIa.)

We recommend, then, that the Administration require all schools to detail plans for complying with Dr. Westerman's directive, with the aim of ATTRACTING both boys and girls to currently segregated programs. We ask, too, that high standards of compliance be set before judging the written proposals acceptable.

13. CLOTHING

Despite Dr. Westerman's directive to eliminate sex prerequisites for courses, there will apparently continue to be "Clothing" courses specifically for girls next semester (for example, in Scarlett Junior High School). It is argued that boys and girls become modest trying on the clothes they are making in front of each other. Since the schools are not offering clearly parallel courses geared to making boys' clothes, then they will have to add changing facilities, instead of excluding boys.

We feel that sewing programs should be expanded to include courses in which some boys might definitely be interested, such as upholstery, interior decorating, clothes designing, and tailoring. After all, men do go into these fields, and the high school is the logical place for people to gain the skills that will be personally useful.

We would also ask that the emphasis on "fashion" be minimized in clothing classes. This concept makes young women all too conscious of values which only emphasize vanity and superficial attractiveness. Practicality, usefulness, and awareness of good tailoring in clothing should be stressed instead. Stressing high fashion is also discriminatory against poor children who must make do with what they have.

If home economics classes place a value on having fashion shows as a culminating activity for sewing classes, then this value must apply to boys as well as to girls, and both sexes must be included.

14. SEPARATE BUT EQUAL

It is our impression that schools may wish to promote "separate but equal" classes for boys and girls as a way of adjusting to Dr. Westerman's directive, and we ask the Administration NOT to accept this as a means of ensuring educational equality. In racial matters, "separate but equal" facilities have always meant "separate but inferior" for the oppressed group. A great number of comments made by vice-principals, counselors, and teachers assure us that this has the same implications for boys and girls. The following are examples:

"We do have a shop course for girls. They make crafts."

"I want to start a boys' class in sewing so I can teach them how to take a sewing machine apart." (This teacher lets girls "piddle around unscrewing the pedal.")

"I used to teach 'Physics for Girls.' We taught them how to put plugs together and wire toasters."

"We had to separate that class so we could teach the girls the kinds of things they'd be interested in."

Certainly it should be the nature of education to broaden students' horizons and to elicit new interests. We feel that when teachers talk of "girls' interests," it is more frequently the teacher's assumption of what girls' interests should be.

To guarantee that girls make furniture in addition to crafts, learn electricity in addition to plug wiring, learn barbecuing as well as family meal planning, and so on, we insist that industrial arts and home economics courses, just as language courses, all be open to both sexes. If trying on clothes in a sewing class proves too embarrassing when both girls and boys are present, then facilities to ensure personal privacy and classes will have to be set up so that both sexes may learn to make clothing for males and females.

15. PROTECTIVE COUNSELING

We ask that no extra counseling be given to girls signing up for courses traditionally reserved for boys (and likewise, for boys signing up for courses habitually considered female). Girls must not be asked why they want to "take a course like that." It must not be hinted that they are really only interested in being with boys. They must not be questioned as to their seriousness in wanting to take the course any more than boys are. When girls express an interest in industrial arts, counselors must avoid giving them protective warnings about having to tie their hair back and remove their jewelry. Regulations applicable to all members of the class should be given during the opening session or printed in the curriculum guide. At present, it is an act of courage for girls to sign up for these courses, and derisive, protective, and cautionary warnings only serve to frighten them away. Similarly, boys desiring to take any kind of home economics course must in no way be intimidated. Perhaps the most important aim of education is to enable girls and boys to develop independent interests and competencies which make them feel secure, happy, and able to take care of themselves. No student should be turned away from pursuing a desired course of study.

16. UNJUSTIFIABLE EXCUSES FOR OMITTING GIRLS

In our various encounters with school-related personnel, we have come across the following justifications (among others) for keeping girls out of certain courses or activities:

"There's no place for a girl to take a shower."

"What about insurance? What if a girl fell off a 16-foot ladder?"

"Where would a girl go to the toilet?"

"But a girl would get her hair caught in the machinery."

"We can't let girls do metal work because they have to wear masks and work with sparks."

"The unions won't let them in, so why should we train girls for jobs they won't be able to get?"

"But boys have to swim nude!"

"If girls were in the class, we'd have to make crafts instead of real woodwork."

"The weights are too heavy for girls to carry."

"Girls aren't interested in that sort of thing."

"Girls wouldn't want to take off their jewelry and tie back their hair for that course."

"The millage didn't pass, so we couldn't let girls take Industrial Arts."

We submit that NONE of these reasons is valid.

If the room is not equipped with a shower, then one of the sexes will have to use the gym shower, wash with soap and water, or remain greasy. If teachers are worried about long hair, then long haired girls (and boys) should be required to fasten it back in some way. (Teachers have never expressed to us their worry about boys with long hair.)

At any rate, no interested student, regardless of sex, color, weight, or any other physical feature, should be refused admittance into any course in which she/he is interested. Changes may have to be made in conventional thinking patterns, but these will be necessary if our schools are to be humane to all students and are to bring out the best potential that each young person has to offer.

17. BIASED TEACHERS

We have frequently heard statements such as, "That teacher wouldn't be caught dead having a girl (or a boy) in his (or her) class." We have also heard of teachers demanding such exacting standards for students of one sex or the other in traditionally unisexed classes that the student has dropped out eventually. We insist in all such cases, if the teacher does not respond to administrative pressure to cease such behavior, that it be the teacher, not the student who is displaced from the course.

18. PRACTICAL NURSING

Students in the Practical Nursing Program, which comes under Ann Arbor's Occupational Education Department's jurisdiction but caters mainly to high school graduates, complain of being rigidly stereotyped into outmoded sex roles in the expectations placed on them concerning conduct, dress, and answers on examinations. Separate roles for males and females and double standards of morality are said to be emphasized in some classes. "You didn't have to apply here if you didn't want to abide by our standards," is evidently the response given students who wish to assert any degree of individuality of judgment in their appearance. Male students must wear their hair shorter and female students must wear their skirts longer than is accepted practice among actual hospital personnel. Nurses in books are still always referred to as "she," although there is a movement afoot to replace this with "he," as in other subject area texts. Books should be used which refer to nurses as "she or he," or "he or she."

Since this program comes under the School System's auspices, standards applying to other students with regard to personal comportment, clothing length, and hair style should apply here also. And since the program is covered by Title VII and Title VIII of the Public Health Service Act, care must be taken to ensure that sex discrimination in admission of students and against employees is prohibited. The Program should be reviewed for the overly uniform treatment of students.

19. HOME BUILDING

Pioneer High School has recently initiated a home building course under the sponsorship of local people in the building industry. This course is currently limited to boys. In this program, high school boys learn home construction techniques and actually build a salable house, an accomplishment which should certainly be available to girls.

The two arguments given to us (as late as March, 1971) for the exclusion of girls were:

1. The unions will not admit women, so why should we train girls for jobs they won't be able to get,
2. The sponsors will withdraw their money if we let girls take the course.

Until fairly recently, our schools were in no way encouraging Black students to enter apprenticeship programs because the trade unions would not admit Blacks. The same faulty rationale is now being used against girls. In effect the schools are saying, "The unions are behaving illegally and we will be accomplices in this." Schools MUST be forerunners in opening new avenues of pursuit to youngsters, even in untraditional areas. By saying, "We can't train girls because the unions won't let them in," school systems are helping to perpetuate sexual discrimination in the building trades indefinitely: Unions will only accept trained and qualified workers; women cannot receive training in schools (or anywhere else, for that matter); therefore, they will not be allowed to enter the unions. Fortunately, there are civil rights laws forbidding unions to discriminate on account of sex. Fortunately, too, there are civil rights laws forbidding places which train workers, as well as sponsors of such training programs, to discriminate on the basis of sex. (See Exhibit XV.) Our schools receive some federal funds. In addition, the Vocational Education Department has applied for federal funds to supplement the home building program. As recipients of federal money, the schools are most assuredly

19. HOME BUILDING - Continued

breaking the law in refusing admittance to girls in the home building program.

In keeping girls out of this vocational program because they will not go into the field professionally, our schools seem to be assuming that all boys taking the course become home builders. They do not! A great goal of education should be to give students competence in a skill which will give them personal satisfaction for the rest of their lives. The schools should in no way refuse to educate those who cannot swear that they will base their entire future professions on a particular course of study. For girls (and boys) who will become architects, and for girls (and boys) who may wish to partake in building or remodeling a structure, as well as for girls (and boys) who may wish to go into the building trades, the home building course is vital.

The second argument above (that of the course's sponsors' withdrawing their money if girls are admitted) is certainly immoral. The school experience must be for the benefit only of the students. No benefactor, industry, or pressure group should be permitted to dictate which students are to be restricted from qualifying for a course. If this policy is not clearly spelled out, then any group wishing to donate money to the schools for a special course might choose which students are to be ineligible to benefit from it.

We have been in close contact with the Michigan Civil Rights Commission. They have suggested that we bring a suit against the building trades for excluding women, against the sponsoring group for financing a discriminatory course, and against the Ann Arbor Public Schools for refusing to train female students. We have chosen the following course of action:

1) We are negotiating the initial stages of a suit against the building trades through the Civil Rights Commission in Detroit. We have also requested and received a letter from the business manager of one of the construction unions to the effect that the building trades will not discriminate on the basis of sex. (See Exhibit XVI.) Copies of this letter have been sent to appropriate school personnel. Excluding women from union membership is clearly in violation of the Michigan Fair Employment Practices Act. (See Exhibit XV.)

2) We have asked the chairman of the board of sponsors of the course to request from his committee a ruling that girls will be admitted to the course under the same conditions as boys. The committee voted to accept qualified female students, provided that they receive no special considerations.

3) We are not eager to sue the schools. We insist, however, that they join the two above groups in announcing that the home building course will be unreservedly available to qualifying girls. For them not to do so is in violation of the Fair Employment Practices Act. (See Exhibit XV.)

20. NEW BUILDING DESIGN

We are confident that the schools are serious in their desire to eliminate sexual discrimination. If this is true, then this decision must have far-reaching consequences.

Since we have been told repeatedly that it is unfeasible for girls to take certain industrial arts classes because there is no place for them to shower afterwards, it will be necessary for the Board to insist that plans for new

20. NEW BUILDING DESIGN - Continued

buildings include facilities for both boys and girls. Home economics classes, too, must have changing rooms for both sexes, if embarrassment when trying on clothes is a legitimate reason for keeping boys out.

We ask the Board, also, to ensure that future schools not be built with one high ceilinged gym and one low ceilinged. (See Section 27.) In order for a great many students of both sexes to be able to participate in sports, it will be necessary to build all gyms, large and small, with high ceilings to accommodate such activities as basketball and volleyball, unless small additional sports rooms are built also

FOREWORD TO THE ATHLETICS SECTION

Since this report was written, a number of significant changes have been made which will affect school athletics throughout Michigan. Senate Bill 1106, which would allow girls to play on non-contact teams with boys, passed the Legislature and is now Act Number 138 of the Public Acts of 1972. (This law may be illegal from the beginning in its restricting girls to non-contact sports.) Also, in court action on behalf of two young women tennis players* of Ann Arbor, games can no longer be forfeited because girls are on teams. The Federal Judge hearing the case felt, in addition, that it was depriving female students of equal opportunity to forbid them to play in contact sports. The regulations of the MHSAA (Michigan High School Athletic Association) have therefore been changed so that girls may now play on teams with boys, and males may coach female students. The generally overprotective regulations for girls (see Exhibit XVIII) are now called "recommendations" in the Association's new recognition of the possible existence of sexually discriminatory policies (which it will not admit publicly). The recommendations are still there, however (with minor changes), as a warning of how the MHSAA would prefer girls' athletics to operate. The Ann Arbor School Board, in the fall of 1972, voted to join the Association for one year only, on condition that it rid itself of practices and policies which make for discrimination based on race and on sex. The Board appointed a committee to help carry this out.

Meanwhile, a new Federal Law has been passed essentially forbidding sex discrimination in the schools. It is Title IX of the Education Amendments of 1972. It reads, "No person in the U.S. shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program receiving Federal financial assistance." The initial guidelines to Title IX include sex discrimination in athletics in publicly funded schools within the coverage of the law. They require that physical education classes, as other classes, be coeducational, and spell out that "Instruction, training, coaching, facilities, equipment, and opportunities to practice and compete in the same or similar athletic activities must be provided equally to students of both sexes in terms of both quantity and quality." Male and female coaches of the same-named activity must also be paid the same incremental wages. In short, Title IX asks essentially that female and male athletics be funded equally. But this is not the only law which must be considered in making a case for equal opportunity in athletics.

The old Brown Decision of 1954, which attempted to desegregate schools racially, said, "In the field of education, the doctrine of 'separate but equal' has no place."

* The two history-making young women are Emily Barrett and Cindy Morris.

FOREWORD TO THE ATHLETICS SECTION - Continued

And now, people are suddenly beginning to include "sex" as one of the categories deserving "equal educational opportunity," the phrase derived from the 14th Amendment's Equal Protection of the Laws clause.

The coming (!) Equal Rights Amendment specifies, "Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex, " and this includes the right of students of both sexes to avail themselves equally of programs offered by a school. Basically, it asks that the same laws apply to all people, without bias.

The Equal Pay Act and the Equal Employment Opportunity Act forbid discrimination in employment and in pay for employees on account of sex. New York passed a law in 1971, and a few other states have followed suit, saying that no person may be excluded from courses of instruction or from athletic teams by reason of sex.

Although school systems have been remiss in following these laws, particularly with regard to athletics, it looks as if the handwriting is on the wall: they now have no option but to provide equal opportunity in athletics as well as in other areas. Filing a complaint is as easy as writing a letter to the Office for Civil Rights in Washington.

BUT how can school systems provide equal and not separate programs when there are actual or societally created average differences in such parameters as height, weight, strength, and speed between the sexes? Many critics of the new legislation to establish coed teams rightly object that in many sports, this will give only the one or two top female athletes the chance to participate in interscholastic team sports, and even in these, where individual skill counts, as in track or in swimming, the best girl would rarely be able to break the record of the best boy. This would further discriminate against female students. We are left, then, with a tricky philosophical problem of providing a program that will be healthy physically, psychologically, and morally for students of both sexes, will take into account actual differences in ability level between the sexes, will provide equal opportunity for all students in the public schools, and will provide a unitary guiding system of values for female and male students. If a practice is considered harmful to one sex, can it really be so good for the other?

A good solution to the problem will have to bear in mind a number of factors and satisfy a number of conditions:

1) The solution must be workable in the near future and must not be unattainably complicated, while at the same time being legal and avoiding the premise of "separate but equal."

2) It must not get rid of the best aspects of existing male and female sports, but on the other hand must eliminate the most detrimental of each. For example, female athletics usually do not turn away any interested student. Male students certainly deserve this right. And current male athletics tend to place an exaggerated emphasis on aggressive competition which, evidence indicates, may serve to bring out the hostilities rather than the cooperative tendencies of young people. A good program should lessen this syndrome in order to be healthy for both sexes.

FOREWORD TO THE ATHLETICS SECTION - Continued

3) It must recognize that parents of female children pay as much in school taxes as parents of male children (or more, since girls outnumber boys) and are entitled to equal expenditures on their behalf.

4) The solution must seek to ensure that students of varying athletic ability levels, from the highly skilled to the relatively inept, will be able to find satisfactory athletic activities of choice, in an attempt to help them gain interests and skills that will be personally rewarding through life. All are children of the public, and all deserve equally the benefits of education.

5) It should take into account the actual (and perhaps even a few of the assumed) differences between the sexes.

6) It must allow girls to enjoy the opportunity for full encouragement, training, competition, excitement, publicity, and physical activity which they have been denied for so long. This is particularly crucial at a time when a chief problem in city high schools and junior highs is "tough girls" and "girl gangs."

7) It must recognize that interscholastic athletic activities, although they are engaged in voluntarily, are financed mainly by public funds and are conducted in the name of the public schools, and must therefore provide equality of opportunity for both sexes.

8) The solution must take into account that students as a whole, nowadays, seem to be less interested in intense competition in many areas of life than they were some years ago. Personal satisfaction, competence, cooperation, and enjoyment seem to be the goals of many young people. They are also on their own and in "lifetime sports" gym classes engaging in athletic activities happily with members of the other sex.

9) The solution must not permit students to be turned away from activities and programs in which they are interested and potentially capable, by virtue of their sex.

10) It must seek first to resolve the inequities in athletics before putting athletic and non-athletic activities on a par and allowing students to choose a certain equivalent expenditure of extra-curricular activities (as is done in some California cities).

Need we emphasize that this will not be easy to bring about? But using some ingenuity, school systems should be able to come up with equitable solutions. Perhaps we should say they must come up with equitable solutions - or else the law will be brought in.

Basically these solutions will have to aim for new kinds of athletic programs based on interest and ability, enthusiasm and enjoyment, or on some sort of physical ratios, rather than on the sex of the participants. Using these criteria, we would end up with various assortments of predominantly male teams, strictly coed teams, and predominantly female teams, all given the opportunity to compete interscholastically and pleasurably with comparable teams. This seems also to be the direction in which many students' thoughts are headed. A workable solution will realistically have to allow for average real differences between the sexes in such parameters as height, weight, strength, and speed.

FOREWORD TO THE ATHLETICS SECTION - Continued

In some California towns, two methods are being used to attack the problem in school and in recreational athletics. There are some teams set up solely by age brackets for children, young adults, and older adults, with several categories in each. In some other athletics, there are a certain number of spots designated for females and a certain number for males. Basketball teams, for example, may have two spots reserved for young women. There is also a height criterion. Any given team is allowed only a certain total height of all members additively. Therefore, if there is one person more than six feet tall, there must also be one about five feet tall. These programs are said to be working successfully.

The Ann Arbor Recreation Department is now required by city resolution to open all of its activities to people of both sexes. If an activity is offered which caters predominantly to one sex, it must be counterbalanced by one geared mainly to the other.

The public junior and senior high schools in Michigan and in most other states have a long tradition of highly competitive, male interscholastic sports, tightly controlled by the male-oriented State High School Athletic Association. When the high schools in Michigan held their basketball playoffs for about a month in the spring of 1972, it was as though there were not a female student in the schools of Michigan. In order to offset this and to provide a philosophically as well as a practically sound, equitable and legal athletic program for both females and males in Michigan schools, we would recommend the following solution to the athletic dilemma.

The following method for creating an equal opportunity athletic program was presented to the Ann Arbor Board of Education in April, 1973, by Marcia Federbush, of our Ann Arbor Committee to Eliminate Sex Discrimination in the Public Schools. It is called the components approach and represents a more legal and more workable approach, we feel, than other groups currently are advocating. We must emphasize that in publicly funded education, there is no room for a doctrine of "separate but equal," which almost invariably ends up "separate and vastly unequal" for the more oppressed group. Administrative coordination between the male and the female athletic programs in a school is essential if equal opportunity is to exist. As needed variations are made in perfecting the wording of this approach, they will be included in future editions of Let Them Aspire.

The approach would maximize the opportunity for members of both sexes of varying abilities to represent the school at athletic events.

1) First, we must make a firm commitment to equal opportunity and to adherence to Title IX by specifying that NO student may be excluded from a team or an athletic activity because of his or her sex. We may not legally limit girls to non-contact sports only when playing with boys or with other girls. New York has a State law which reads, "No person shall be disqualified from state public and high school athletic teams by reason of that person's sex, except pursuant to regulations promulgated by the commissioner of education." We shall define team in such a way as to make this easier to accept, but we must bear in mind that equal opportunity in publicly funded education means that each student will be able to benefit from activities available to other students. The rights of individuals in a free society to choose the courses they wish to follow must be respected in public education.

FOREWORD TO THE ATHLETICS SECTION - Continued

2) Each team, sport, or category will consist of the male and the female participants in that sport, in one or a variety of arrangements, from essentially sex-separated to completely sex-integrated. TEAMS such as Basketball, Swimming, Gymnastics, Track, Golf, Tennis, Skiing, Volleyball, and a number of other activities which historically have appealed to -- and have been considered acceptable for -- both sexes, then, will represent both the males and females in the sport. We will call a single activity category a TEAM whenever possible.

3) Where sports exist which traditionally attract prepondently one sex over another, the sports will be grouped into clusters of related activities, such as Football-Flag Football-Touch Football; Hockey-Field Hockey-Soccer; Baseball-Softball; Wrestling-Judo-Karate, and so on, so that components catering to males and to females will be represented within a cluster. These multi-sports groupings we will refer to as CLUSTERS.

4) Male and Female coaches within a TEAM or a CLUSTER, in consultation with students, together shall coordinate, supervise, budget equitably for, and ensure balance in activities for men and women students, ensuring that a common set of values, policies, and regulations for practice and participation applies to both sexes and that balanced predominantly sex-separated or strictly coeducational opportunities for both sexes exist within the category. Coaches of both sexes will be paid on the same scale for the same activity. Both female and male coaches shall be qualified insofar as possible to assist with the coaching of students of both sexes within a TEAM or a CLUSTER; and women and men coaches shall cooperate in the coaching, training and accompanying of female and male students engaging in team sports. Coaches in public schools, as other teachers who come in contact with youth, must be able to teach students of both sexes and to deal with them humanely, equitably, wisely, and reliably.

5) Each TEAM or CLUSTER will be composed of COMPONENTS, which may be predominantly male, predominantly female, or strictly coeducational. Intramural, or limitedly extramural components, as well as interscholastic components may also be considered part of the TEAM. Attempts will be made, within each team or cluster, to create components which are completely coeducational. Coeducational components may be based on factors such as height, ability, interest in participation, and so on, so long as essentially equal numbers of members of both sex participate on a team. Students may be assigned by sex when this factor is necessary to create components with equal representation of the two sexes. If our schools provide separate Intramural and Limitedly Extramural Athletics, TEAMS will also be organized across sexual lines to ensure the participation of both sexes within a sport, either in strictly coeducational or in predominantly one-sexed components. In general, where an athletic opportunity exists which is intended primarily for one sex, this is to be balanced by or paired with one intended primarily for the other sex.

6) Teams which compete interscholastically in sports in which females as well as males regularly participate shall be represented in contests with other schools by one highly coeducational component and/or by a predominantly male component and a predominantly female component together contributing toward the success and the ultimate score of the team. Interscholastic competition shall be arranged in such a way that, whenever possible, male and female athletes represent the TEAM in a day's competition. For example, in the absence of strictly coeducational components,

FOREWORD TO THE ATHLETICS SECTION - Continued

the male varsity basketball component and the female varsity basketball component, or the female gymnastics component and the male gymnastics component will represent the TEAM at a meet. So that the component of one sex will not be featured more prominently at a meet, the component to play first will be determined either by the toss of a coin or in prearranged fashion. ("Predominantly" male or female is implied.)

7) In cases in which a CLUSTER component basically of one sex -- for which there is no direct counterpart for the other sex -- competes in interscholastic athletics, this is to be balanced by or paired with a comparable component consisting chiefly of members of the other sex also having the opportunity to compete interscholastically. This is the case, for example, where women students tend to play Field Hockey, and male students Ice Hockey. Within each CLUSTER, attempts should be made to provide an activity appealing to members of both sexes. If a school wishes to maintain a sport which attracts a great deal of attention for one sex, such as Football, then endeavors should be made to build a sport gaining competency and recognition for the other sex.

8) To be consistent with the Equal Rights Amendment by allowing boys to play on girls' teams as well as girls to play on boys' teams, a team, or a component of a TEAM, may be considered a predominantly girls' team or component or a predominantly boys' team or component if it contains up to 20% of members of the opposite sex. If the number of qualifying students of the opposite sex seeking team membership exceeds 20% of the total number of qualifying students seeking team membership, the school must establish in that sport an additional, coeducational team (or component) and/or one composed predominantly of the opposite sex. In each bi-component interschool category, up to 20% sex crossover may occur on a comparable competitive basis.

9) Where females and males play interscholastically within the same sport, their seasons of play will coincide so that components of both sexes can represent their school together. They will therefore have equal use of facilities and equipment. Intramural, limitedly extramural, or other components of both sexes may participate in seasonal sports outside of the regular season.

10) Participating schools will inform other schools with which they play that their girls' as well as their boys' components, or their coeducational component, will appear at competitions in such activities as Basketball, Track, Swimming, Gymnastics, Tennis, Golf, and Volleyball, and that arrangements must be made accordingly for fair competition. Schools will only play with teams and join leagues that will welcome students of both sexes to participate in competition. Attempts will be made to arrange league and interscholastic games within reasonable access to the school's students.

11) In order to build an equal opportunity, coeducational athletic program, when this concept tends to be relatively foreign to Michigan interscholastic athletics, intramural, limitedly extramural, and new interscholastic programs will be created to offer coaching and team play opportunities on a coeducational basis using any of a variety of methods of grouping students. An eventual interscholastic athletics program should be an outgrowth of a fine physical education or intramural program.

12) The Athletic program will be led by co-directors, male and female, paid the same salary and receiving the same benefits. The two directors will cooperate in organizing and coordinating the predominantly male, predominantly female, and truly coeducational components into an effective and sound athletic program for all students.

FOREWORD TO THE ATHLETICS SECTION - Continued

We ask school systems everywhere to recognize the inevitability and reasonableness of this approach in publicly funded, coeducational educational institutions, and to work toward its implementation so that both sexes receive the full measure of equal opportunity they deserve.

21. THE ATHLETIC PROGRAM -(The previous section indicates our newest thoughts.)

The Michigan High School Athletic Association governs the interscholastic athletic activities of all high schools and junior highs in the state. There are about 223 Representative Council and Committee positions governing all facets of the Association. Of these, seven women comprise the Girls' Athletics Advisory Committee. ALL OTHER OFFICE HOLDERS REGULATING HIGH SCHOOL AND JUNIOR HIGH SCHOOL ATHLETICS IN MICHIGAN ARE MEN. (See Exhibit XVII.) Included among the sports represented by men alone are swimming, basketball, track and field, tennis, golf, and gymnastics, all of which everyone would agree should be open to women. There are also a variety of committees dealing with other phases of the Association's activities, not one of which contains a woman. This indicates without a doubt that there is no attempt to attain female competence in interscholastic athletics in the schools of Michigan.

Included in the handbook of the Michigan High School Athletic Association are the clearly prejudicial rules shown in Exhibit XVIII, which pertain exclusively to girls. These have been created by the Girls' Athletic Advisory Committee, some of them fairly recently. Where we have been able to locate the pertinent boys' rule, we have placed it alongside the girls'. These rules, particularly numbers 1 and 5, severely handicap fine girl athletes interested in competition. They cannot benefit from the coaching available to boys (all girls' teams must be coached by women), and they cannot partake on a team containing boys. They must therefore join outside organizations, such as the Amateur Athletic Union (AAU) and pay fees for coaches, for pool time, for busing, and for entrance to competitions.

We have informed Marilyn Jean Kelly and Annetta Miller, the two women members of the State Board of Education, of these inequities, and they have called for a complete report from the Michigan High School Athletic Association. (See Exhibit XIX.) If the Board of Education does not revise its rulings which affect high school girls throughout the state, a prominent University professor and some of his students are willing to sue on behalf of an outstanding 16 year-old female tennis player in an Ann Arbor high school. Because she has not been able to be coached by her school's tennis coach (a male) and has not been able to play on teams with boys (although she is more capable than the male tennis players), she has had to be coached expensively outside the schools. She has also had to pay for entrance and busing fees to competitive games.

Our point in bringing this to the attention of the Ann Arbor Board of Education is that the Ann Arbor schools by and large follow the restrictions of the MHSAA in regard to girls' athletics. There is an enormous disparity between the interscholastic athletic programs for boys and girls in our schools.

21. THE ATHLETIC PROGRAM - Continued

We would like to see the Ann Arbor schools strive for an athletic program which would provide every school child with some activity meaningful for him or her personally, without regard to prejudicial state rulings or to antiquated philosophies that prevent girls from functioning effectively.

(In 1973, the School Board voted to join MHSAA for one year only on condition that it rid itself of racist and sexist practices, and appointed a committee to help to bring this about. This committee produced and presented a report entitled A Guide to the Building of Equal Opportunity into the Constitution, Structure, and Handbook of the Michigan High School Athletic Association, Inc. Following this, a group of coaches of girls' teams from across the state, led largely by Helen Connolly of Pioneer High School, sued MHSAA for non-inclusion of women in decision-making involving women's sports. The Civil Rights Commission joined in the suit, the outcome of which is not yet known.)

22. COACHES

Exhibit XX shows the percentage above base (B) or contract (C) pay received by various members of the high school coaching staff. (From the Master Agreement between the Ann Arbor Education Association and the Board of Education.) Coaches and assistant coaches are generally members of the regular teaching staff who devote extra-curricular time to coaching sports. Although this list includes tennis, golf, track, gymnastics, swimming, and basketball, sports in which girls traditionally compete, none of these coaches is available to girls. (One would think that girls might at least rate the use of the tennis coach, since tennis was first introduced to America by Mary Ewing Outerbridge in 1874.) Since the Michigan High School Athletic Association specifies that women must coach girls and that girls may not be on teams with boys, and since the Ann Arbor Schools are not likely to hire a female coach especially for a limited number of girls, it seems that girls may not benefit from the services of these coaches. No girl, no matter how extraordinary, is known ever to have benefited from the athletic trainer, who receives 30% above base.

Who coaches girls? Note the category, "Girls Athletic Club." This includes the two or three women gym teachers in each school. These women, who receive 11% above base, coach all the girls' sports, with the exception of an occasional extra teacher or college student who helps out.

Assuming that both of the high schools have all of the male coaches listed in Exhibit XX, the percentages above base or contract salary add up to 304% per high school, or 608% for the two high schools, an equivalent of six salaries. Assuming that there are two female teachers in each high school who run the entire extracurricular athletic program for girls, each receiving 11% above base, then the four of them earn a total of 44% of a salary. You will note that the Cheerleaders' coach - who helps girls to spur on boys' sports - receives 14% above base. (This is actually a very time-consuming job.) If the coaching salaries for Modern Dance (which may include some boys), Cheerleaders, Aquaneers, and Girls Athletic Club are added, allowing two of these last in each school, girls' athletic coaches in the two high schools receive altogether a total of 88% of one salary.

There are a few ways to remedy this situation and to make it more equitable to both sexes:

22. COACHES - Continued

Since the state rules do not specify that boys must be coached by men, women can be sought to coach as many teams as possible. This would permit girls who desired it to receive specialized coaching along with the boys. They would still be unable to play on coed teams, however. There have actually been at least two cases in which extraordinary women athletes, a tennis player and a golfer, have been denied positions in the Ann Arbor school system, although they would have been superb teachers and coaches, and would certainly have upgraded the programs for girls. (Both had no trouble finding positions in local universities.)

(See Exhibit XXb for the grossly unfair athletic salary scale negotiated in the 1971-1973 Master Agreement. Girls' Interscholastic Athletic Coaches receive 5% of base salary per sport "as needed." Compare this with the index figures budgeted for coaches of boys' teams.)

The junior high school coaches (see Exhibit XXI) are paid on a percentage basis, as are the male coaches in the high schools. The football, basketball, and wrestling coaches are paid a higher percentage than any of the girls' coaches, but the differences are not extraordinary. (Although it looks from this chart as though junior high school girls and boys have the same access to coaching, it must be pointed out that each of the junior highs provides girls with only a limited number of team sports, while most of the activities are available to boys in each school. There is no junior high school girls' gymnastics, for example.) Women coaches for high school girls might also request a percentage above salary for each sport coached. (It is not clear why they have not done this.)

A suggestion which would benefit fine girl athletes would be for the school system to break the rules of the MHSAA and to permit girls who wish to receive specialized coaching in such fields as track, gymnastics, swimming, golf, and tennis, to be coached and to play along with the boys either on coeducational or on predominantly sex-separated components. Two of our four junior high schools already have male coaches for girls' teams, which means that some rules are already being broken. As mentioned previously, the rules are clearly prejudicial and are being reviewed by the State Board of Education. The Ann Arbor Board of Education should certainly join in insisting that the MHSAA make its rules undiscriminatory. (This action actually was taken in 1972-73.)

Meanwhile, the incoming president of the Ann Arbor Education Association has promised that the inequities in the pay for male and female coaches and in the variety of coaching offered to boys and to girls will be studied and changed. (The result of this negotiation turned out to be highly inequitable also. Coaches of girls' teams are now paid 5% of base pay "as needed" while coaches of boys teams are awarded 6%, for an Assistant Tennis Coach job, to 20% for the Head Basketball Coach . The Athletic Trainer, not available to girls, receives 30% of base pay.) We are aware that some alterations are now in progress. We ask the Board not to sign a contract with the AAEA until such drastic inequalities are resolved. We also ask the Board to issue a statement that would permit girls to be coached by men and to play equitably on teams with boys when no comparable athletic activity is available to them. If this means that boys will have to wear swim suits (now provided or rented by the schools to girls), then this is just one of the prices that will have to be paid for providing quality, equal educational opportunity for girls and for boys. (Physical education classes during school hours now are coeducational and stress Life Sports.) Paying for elementary school coaching might be studied.

22. COACHES - Continued

We must ensure that girls who are eager to participate in athletics and who wish to pursue sports careers professionally (they pay very well) and avocationally may receive their training and the use of facilities through the schools. These privileges are accorded to boys. Girls should not have to spend great sums to receive their training and competitive experience elsewhere. As mentioned earlier, a law professor and his students are interested in bringing suit to ensure that girls will have access to the best athletic opportunities the schools can offer.

A final alternative would be for the schools to lessen their emphasis on the boys' interscholastic program drastically in order to give boys equal opportunity with girls. No boy should be excluded from participation in a sport (cut) in which he is interested because he "cannot make the varsity or junior varsity team." In this regard girls' sports are more equitable.

23. ATHLETIC BUDGET

In last year's Annual Financial Report, the expenditures for high school activities are listed. (See Exhibit XXII.) All of the boys' sports for which coaches are provided (see preceding section) are itemized. If the disbursements for all of them in the two high schools are totaled, it can be seen that $68,025 was spent on boys' interscholastic athletics last year, NOT INCLUDING COACHING SALARIES. (There are items in the budget, such as Six A League and South Central League, which we assume to be boys' activities, but which we have not included in our addition.) If the expenditures for girls' athletic activities are summed, it will be seen that the figures for the two schools total $6,296, not including coaching. LAST YEAR, ANN ARBOR SPENT MORE THAN 10 TIMES AS MUCH MONEY FOR BOYS' ATHLETICS AS FOR GIRLS'. At the junior high school level, only Slauson School itemized its Boys Athletics and Girls Athletics, $1,399 for boys versus $190 for girls (plus an incredible $752 for girls' swim suits). Thus the extreme imbalance also extends down to the junior high schools. Women junior high school gym teachers tell us also that great sums are spent on boys' football, which are not itemized in the budget.

School officials concerned with the budget tell us that high school football brings in such large receipts that the sport has paid off a stadium. They imply that because boys' sports bring in so much money, a greater expenditure is justified. A moment's reflection should reveal that it is the amount expended on a pupil which indicates the school's concern, not the amount received. Public schools are not supposed to be profit-making institutions. If a sport is able to raise money for the schools, so much the better. But the receipt of money must not be used as a rationalization for the huge imbalances in the expenditures between girls and boys. It is not girls' faults that in our culture nothing they do can draw the audiences attracted to male sports. Our schools, however, might take a look at Iowa. There, girls' basketball is a successful, money-making venture, providing far more interest and revenue than boys' basketball. (See Exhibit XXIII.) Our schools, however, would have to change their attitudes against girls' spectator sports to institute such a program.

We insist that the Ann Arbor Board of Education review the huge disparity between boys' and girls' athletic financing, and create a balanced, coordinated budget. Girls must be provided with the serious opportunity to enjoy, to partake in, and to excel at sports, even to aim for Olympic competition if they wish. At present, it seems that an extraordinary amount of money is being spent to benefit a limited number of students.

24. EXTRA-CURRICULAR ACTIVITIES WITH CREDIT; SCHOLARSHIPS

Until very recently, boys were able to receive school credits for taking part in football, wrestling, tennis, cross country, swimming, baseball, basketball, golf, track, gymnastics, and hockey instead of gym. This list coincides with the list for which coaches and funding are provided. (See Exhibit XXIV.) There are no girls' activities listed for credit. We are told that this has been changed, but certainly not because it was unfair to girls.

It has also been pointed out to us by a female high school student that boys have another advantage over girls: they may receive athletic scholarships.

25. REMOVING JUNIOR HIGH SCHOOL GYM TEACHERS

It may be of interest to the Board of Education that last year each junior high school had three male and three female gym teachers. This year, with the necessity of saving money, one physical education teacher was cut from each school, NONE OF THEM MALE. This means that two women teachers now must do the work that three did last year. (One school has a third part-time teacher.) To quote one highly experienced teacher, "I can't give the girls any more than I'm doing now. I'm too tired." It is obviously the girl students who will suffer from this willingness to cut back on female staff exclusively.

We ask that the Board search for a way to relieve this clearcut imbalance, preferably by having gym teachers of both sexes in equal numbers teach students of both sexes. Nor should women gym teachers be responsible for the girls' sports program. We ask, too, that in the future, if a similar situation arises, the Administration take meticulous care not to eliminate teachers serving one sex in greater proportion than teachers serving the other.

26. JUNIOR HIGH SCHOOL REQUIRED GYM

In order to encourage girls to learn the excitement, the personal skill, and the formal rules of team and individual sports, it would be preferable for girls to have their required semester of physical education in the seventh grade when they first enter junior high school, rather than in the ninth grade as has now been proposed by the Administration. By the time they are in the ninth grade, it may be too late to undo unfortunate habits and attitudes against athletic activities. The junior high school gym teachers have recommended that girls be given one required semester of daily gym in the seventh grade and one semester during the alternate season of the eighth grade to provide the necessary skills and inspiration from the beginning. At the seventh grade level, they say, girls' bones and muscles and attitudes are more flexible than at the later time. (This decision must apply also to boys.)

We ask the Board to find a means of honoring these teachers' wishes.

27. BATHING CAPS

If girls are required to wear bathing caps in these days of "unisex" hair styles, then their is no conceivable reason for boys not to wear them also. Or, on the other hand, if boys are not required to wear caps, then girls must be permitted to go without them as well.

An announcement to swimmers must be made to this effect.

28. CULMINATING DAY

When one thinks of interscholastic sports, one pictures teams from various schools regularly playing those from other schools in the same category, until one team accumulates the greatest number of victories. If a team builds up enthusiasm to win a certain game and then loses, the members feel greatly let down, but then they can always hope to win the next game. This also allows (hopefully) a large number of students to participate in different games. Not so for junior high school girls in Ann Arbor.

At the end of a season's practice in a sport, there is a single culminating day, in which selected eighth and ninth grade teams from each school compete with similar teams from other schools. (There are two interscholastic game days in basketball now.) An entire season of a sport culminates in one or two games, in which only a few chosen girls may partake. It is small wonder that the win or loss of that game takes on exaggerated emotional significance (refusal to shake hands, accusations of cheating, etc.) in the lives of some of the girls. When girls ask, "Why can't we compete with other schools the way boys do?," the answer tends to be, "We haven't the facilities, the busing, or the staff." There has always been a feeling in our schools that young, teen-aged girls are delicate and need to be protected. It has been felt that they should not be too competitive or play in spectator sports. One look at junior high school girls today should convince an observer that they, as well as boys, need constructive outlets for their competitive tendencies. Ann Arbor has had girl athletes of Olympic calibre who have received no help from our schools. (See Exhibit XXVI.) They have not been able to receive coaching (from a male) or play on a coed team or compete with other schools.

We ask the Board of Education to ascertain that junior and senior high school girls will have the same accessibility to a well-rounded interscholastic sports program as boys have. It is somewhat ironic that while we are fighting for the state's athletic rules to permit junior high school girls as well as boys to be able to play in ten games of interscholastic basketball instead of only five, junior high school girls in Ann Arbor may play in only one or two.

29. GENTLEMEN FIRST

We have been told by junior high school gym teachers that at the beginning of the school year, the proposed calendar for the boys' athletics program is sent to the Administration and approved. After this, the schedule for girls' sports is fitted around the boys' program with regard to the scheduling of interscholastic games and the use of pools, gyms, and equipment. Women in physical education have become accustomed to second-rate treatment and have probably not complained about this before. The girls apparently do receive approximately equal usage of the facilities, although the number of female participants is smaller than that of male, but they are granted this usage generally out of season.

We ask that boys and girls equally be provided with encouragement, inspiration, and opportunity to explore the excitement of team and individual sports, particularly at the junior high school level when students, by and large, are just being introduced to the athletic programs of the schools. It is not necessary to throw boys directly into a highly competitive, seasonal schedule, while letting girls practice and play only when it is convenient.

30. FOOTBALL

It has been brought to our attention that the junior high school boys' football program seems to be subsidized out of proportion with respect to girls' athletic programs. While women gym teachers in some schools have been begging for years for new mats, new fans, and other equipment, the boys' football teams seem always to receive whatever they request, from busing to expensive new uniforms. We ask the Board to scrutinize the extraordinary discrepancy in funds given to Football as opposed to other sports, particularly to those for girls. It is unnecessary for the extreme favoritism shown to boys in sports to begin so markedly at the junior high school level.

31. MALE COACHES FOR FEMALE (AND MALE) TEAMS

We are told that the state ruling regarding female coaches for girls' teams* was created in 1949 for three reasons, most of which are still used by some male physical education directors in our schools.

When asked, for example, why junior high school girls cannot be coached in swimming along with the boys, it is said that:

1. Male coaches would be tempted to take physical liberties with girls. (They seem trustworthy, however, when teaching girls English.)
2. Male coaches would push girls too hard competitively.
3. Women coaches fear that their limited coaching jobs would be usurped by men.
4. In the case of swimming, boys would have to wear swim suits (which might easily be arranged).

It is number 2 to which we wish to direct your attention.

We are told that the reason the girls' athletic program is so vastly different from and less competitive than the boys' is that "we don't want to fall into the same pitfalls that plague the boys' athletic program." This suggests that maybe the boys' athletic program can use some changes to make it more humane. Perhaps male coaches would not only push girls too hard; perhaps they are pushing boys too hard also. It seems feasible that our entire system of athletics which so discriminates against girls must also be discriminating against a vast number of boys who are not star athletes, when we emphasize highly competitive team sports so strongly.

Most of the team coaches and assistant coaches, for whom high supplementary wages are guaranteed (for boys' sports) in the Master Agreement, are not trained physical education teachers. They are generally teachers of other subjects who have skill in the sport they coach.

If the schools need fear that male coaches would push girls too hard or be indiscrete with them, this strongly suggests that the schools ought to formulate a policy with regard to the coaching of coaches of interscholastic sports. They should be instructed not only in psychological aspects of competition, but also in anatomy, physiology, and other areas pertinent to athletic training. They might then be qualified to coach girls reliably. Since the State Board of Education will undoubtedly change its rulings concerning the necessity of having female coaches for girl athletes, the Ann Arbor schools should begin to plan accordingly.

(* This was changed in 1972-73.)

32. WEDNESDAY USE OF GYMS

The recent Ann Arbor School Boards have probably made an error in deciding to build Scarlett Junior High School and its as yet unfinished duplicate school with one high-ceilinged gym and one low-ceilinged one, although undoubtedly some money was saved. While sports such as gymnastics, dancing, and wrestling can be carried out in a high-ceilinged room, the team sports of basketball and volleyball, which attract a great many participants, cannot be played in a low-ceilinged gym. With several boys' and several girls' teams in a sport, the current four-day-a-week schedule will not permit a full interscholastic and intramural program for both sexes to take place. And since the boys' teams engage in an energetic interscholastic schedule, it is (again) the girls' teams which suffer. No longer is it feasible, either, to have two girls' teams playing on a half court simultaneously, for now Ann Arbor girls play the same full-court rules that boys do. Tappan Junior High School has a recreation building which apparently is totally unusable for volleyball and basketball. With the great increase in the number of students each school now is handling, the most desirable solutions would be to add a gym to each junior high school, or to raise the ceilings of the low-ceilinged gyms. Since we do not expect favorable responses to these suggestions, we will instead suggest that the current restrictions on the use of the school buildings (in order that students may receive religious instruction) on Wednesdays be stopped. So that more team participation on the part of students may take place, those who wish to receive religious training might choose a different day on which to practice in the gym. Schools now have teachers' meetings on Wednesdays. It has been suggested to us by gym teachers that one teacher might attend the meeting while another coaches an athletic activity.

We urge the Board to be sure that extracurricular sports activities will continue even when all the junior high schools are on a split schedule.

33. POLICY REGARDING ATHLETICS

In line with the suggestion in Section 26 that the Board of Education formulate a policy concerning the coaching of coaches, we feel that an overall change of athletic policy should be contemplated, dealing at least with the following points:

1. Methods for achieving a truly equal-opportunity athletic program for female and male students, with a guiding set of athletic values applicable and healthful to all;

2. The possibility of having more intramural or limitedly interscholastic athletic activities, as opposed to rigorously competitive, interscholastic league sports, to allow students of all ability levels, not just the star athletes to participate in a sport of their choosing;

3. Means of encouraging more girls to participate in sports, and allowing more interscholastic competition for girls than at present, including their performing in spectator sports. We feel that the policy for boys and for girls should be the same;

4. Ways of approximating equality in the athletic budget for males and females and of ensuring that the programs offer equal expenditure of time, interest, recognition, coaching skills, and use of equipment and facilities. (See Foreword to this section.)

34. FAMILY LIVING

We hope that teachers of the Family Living courses at the high schools use better judgment than some of their textbooks in discussing such subjects as deviancy and premarital sex.

> Differences in the meaning of a sexual relationship. In a sexual involvement, the girl has more to lose than the boy, in several different ways. Even if no unanticipated pregnancy occurs, girls tend to be more emotionally committed than boys before they will have sexual relations. Girls tend not to engage in sex activity unless they believe that the boy really loves them and that the relationship is a meaningful one. For a boy, sexual enjoyment may be an end in itself, not especially dependent upon commitment to a relationship with this particular girl. This difference in their approach to sexual relations can be extremely damaging to a girl's conception of herself when she later realizes that this is the case. She is hurt when sex represents a meaningful love relationship to her but she finds that to him it does not have that implication. This is especially destructive because many girls who have premarital sexual relations have a special need and desire for a rewarding and supportive relationship with someone outside their families. Our studies of thousands of young people who do and do not engage in premarital sex show that girls from unhappy families with serious problems are much more likely to have premarital sexual relations than are girls from happy families. The secure girl who has received emotional support and nurture at home in her growth toward maturity is better able to take the long view and to think of the potential effect on her own and the boy's future if they should become too deeply involved with each other too early. Thus, unfortunately, the girl who most needs a good permanent relationship is the one most likely to suffer the trauma of the disillusioning conclusion that she has been used or exploited by someone of her own age whom she cared for.
>
> Underlining not in original.
>
> Further, research studies show that the girl who has sexual relations in one love affair tends to follow the same pattern afterwards when she is going with a different boy. Although in each affair a girl may believe that this time it is truly love and that they are equally committed to each other, still her pattern of behavior tends to become prosmiscuous. She may after a while have the fatalistic feeling that after all she is no longer a virgin so what does it matter.[1]

In the above example, the authors seem to condone promiscuity in boys and not in girls. They discuss girls' need for love and permanence (as opposed to boys' enjoyment of sex as an end in itself), and say that girls who engage in premarital sex are insecure and come, by and large, from troubled homes. They do not consider the possibility that the same may be true of boys - that boys from secure homes may wish to be emotionally involved with their sex partners and may not need to prove themselves sexually as much as boys who have received inadequate family love. Nor is the boy's future the girl's responsibility.

34. FAMILY LIVING - Continued

"Further, research studies show that the girl who has sexual relations in one love affair tends to follow the same pattern afterwards when she is going with a different boy." That sentence can certainly be read with the sexes interchanged. In the authors' minds, the disgrace caused by losing one's virginity is the crux of the problem. This is the epitome of the double standard.

The book currently used in Ann Arbor's high school classes handles this issue more equitably, but then states the following with regard to students' stepping out of conventional roles ("deviance"):

> People who exhibit traits of the opposite sex are often regarded with some misgivings. Girls who have highly developed masculine skills are generally accepted as tomboys. But after the age of twelve or thirteen, a girl who is a good ball-player or who plays boys' games with boys is often regarded with some doubt. There are other more acceptable athletic skills such as swimming, water skiing, tennis, and golf; but even in these sports, a girl who is regularly more outstanding than boys may be viewed with some skepticism.
>
> Boys who have highly developed feminine skills and interests are regarded with amused tolerance as young children, but if they grow up to talk and act like girls this is generally seen as undesirable. [2]

By failing to add any suggestion of the value of one's own individual differences and areas of competence, the message left with the student is, "You'd better not be interested in different things than most members of your sex. If you do, you're queer ('deviant')." The girl student is clearly told not to be more outstanding than boys.

It would be desirable to scrap some of these books currently used to teach Family Living type courses, aside from their promoting double standards of morality and teaching students to aim for the cultural norm. For instance, sex and love, subjects of intense personal interest to adolescents, are handled in a cold, textbook-like approach, with standard questions at the end of each chapter.

We ask that teachers of these courses be chosen with exquisite care to ensure that they are greatly sensitive to the problems of youth, and are not guilty of imposing separate standards on boys and on girls.

We ask, too, that sex education classes, currently in the elementary schools, be devoid of imparting these double standards, and of emphasizing stereotyped sexual roles. (See Section 31.)

1. Landis, Judson T. and Mary G. Landis, Personal Adjustment, Marriage, and Family Living, 1970, Prentice-Hall, Englewood Cliffs, N. J., pp. 104-106.
2. Westlake, Helen G., Relationships, a Study in Human Behavior, 1969, Ginn and Company, Boston, pg. 207.

35. SEX EDUCATION

We should like to call attention to a number of aspects of Ann Arbor's Sex Education program which must be upgraded or modified.

Although the school officials in charge of the Sex Education Program insist that there is no formal emphasis in the elementary schools on the expected roles of various family members, in practice many teachers are actually stressing strongly what girls, boys, mommies, and daddies are supposed to do in families. We ask vehemently that in view of the fact that many women are now striving to function according to their abilities outside of the home, and since many families, especially young couples, are working toward total cooperation and encouragement of individual competence in family living, teachers must be instructed by the administration to deemphasize stereotyped roles of family members in every way possible. Stressing role playing leads young children to categorize their parents in roles which they may not even represent in actuality.

At the present time, too, when many people are living in a variety of untraditional settings, such as communal groupings or marriageless partnerships, the Ann Arbor Sex Education program and the state guidelines for sex education are singularly anachronistic, with their total stress on normal, middle-class (usually white) family life with two happy, role-playing parents.

Also, particularly for young children, it is preferable for matters pertaining to reproduction to be brought up as naturally as possible whenever related topics arise, rather than to have special, regular, rather intense presentations at set times. There is a certain scariness about watching film strips in darkened rooms that might tend to make sex education more severe than it deserves to be. Unfortunately, according to Michigan's Attorney General, sex education may not be integrated with the rest of the curriculum since parents may legally have their children excluded from sex education discussions. We ask our school system not only to lobby actively against restrictive rulings of this sort, but also to trust the judgment of teachers in including the reproduction of life as an integral part of the nature of living things.

It would be desirable, too, if teachers from kindergarten through high school were counseled to spot cases of sexual difficulty in children which interfere with their own and with other children's well-being. Hopefully, our schools have diagnostic and counseling facilities which will help children to attain personal comfort at as early an age as possible.

It is also essential that students in classes for the mentally and physically handicapped be treated as fully human beings and be given appropriate access to sex education.

Among the aims of an enlightened sex education program should certainly be the following:

1. Adolescents should be sympathetically made aware of the overwhelming and perhaps frightening sexual changes and urges that may overtake them at this sensitive age, and should be imbued with the need for control over their own bodies and for exercising great responsibility not to hurt or to molest other people, particularly younger ones who cannot defend themselves. The state guidelines stress that elementary grade children be forewarned so that they will not become the victims of molestation (P. 13). We suggest that youngsters be helped not to become the purpetrators of child molestation as well.

35. SEX EDUCATION - Continued

2. Young people, FEMALE AS WELL AS MALE, frequently have great need to feel that their bodies and their feelings are within the range of normality, since these are types of topics they may feel reticent to discuss with others. A survey of the material brought home by a fifth grader, for example, gave no indication that GIRLS have external genitalia. Since size and shape of sexual organs seem to be of critical concern often, to young people, then an understanding sex education program should consider these needs and emphasize human variability as well as similarity.

3. A good sex education program must never make a student feel criminal, dangerous, profoundly guilty, or hopelessly deviant for his or her sexual habits, feelings, and thoughts (although Michigan's guidelines, P.13, would seem to encourage these feelings). In the sex education classes of a major city, when homosexuality is discussed, boys are led into a darkened auditorium and shown a film in which a sinister figure in a black cape appears as the homosexual seducer. In view of the fact that a great number of young people, particularly young teenagers, have crushes on teachers, coaches, and students of the same sex, and frequently feel different from other children, any act which serves to frighten students with respect to homosexuality will tend to make those having such proclivities feel increasingly abnormal or "deviant," may make them unable to discuss these feelings with others, and may drive them to lives of street solicitation and unhappy promiscuity.

Since "Personal Adjustment" textbooks seem not to mention the work homosexuality (except to discourage students from "deviance," as in the quotation on P. 25), the topic should certainly be discussed openly and unmoralistically in class. There should be a trustworthy, sensitive staff member at junior high and high schools with whom students can discuss matters pertaining to homosexuality and who can inform students of resources in the city which will make them feel more acceptable. Our school system ought to pressure the State Education Department in its guidelines to deemphasize the stress laid on "socially deviant behavior" when, for example, homosexuality is discussed. It would be better to have no sex education program at all than to ostracize a student for the direction of his or her sexuality.

4. And last, an outstanding difficulty imposed upon our schools by clearly outlandish state laws, is the inability to teach openly about birth control. Below are two seemingly contradictory laws related to the teaching of Health and Physical Education:

> Section 782 of the General School Laws, based on Public Act 266 of 1949 reads: "Provided, however, That it is not the intention or purpose of this act to give the right of instruction in birth control and it is hereby expressly prohibited to any person to offer or give any instruction in said subject of birth control or offer any advice or information with respect to said subject."
>
> Section 789b, part (d) of Act No. 44 of the Public Acts of 1968 reads: "d. Recommend and provide leadership for sex education instruction established by the local school district, including guidelines for <u>family planning</u> information." (underlining not in the original)

35. SEX EDUCATION - Continued

This second act seems to suggest that sex education classes may discuss "family planning," but this according to the State Department of Education's guidelines may include such topics as "the values of marital love and stability," responsible parenthood, "job prospects and continuing education for parents," and so on, (Pp. 17-19.) THE CURRENT LEGISLATION STILL PROHIBITS "THE TEACHING OF BIRTH CONTROL OR PROVIDING ANY INFORMATION IN REGARD TO BIRTH CONTROL." (P. 3.) (The preceding quotations and references are from Sex Education and Family Information, the Michigan Department of Education's guidelines to sex education.)

One of the ultimate aims of sex education is surely the teaching of birth control - that is, the conception and production of children who are planned, wanted, and loved. It is vital, therefore, that students (who in far greater numbers than heretofore imagined, are having sexual relationships) be equipped with the knowledge of the prevention of unwanted pregnancies. It may seem surprising in these modern times to learn that the great majority of youthful, unwed mothers had no reliable knowledge of birth control techniques before becoming pregnant.

In view of the fact that there is no more stigmatizing, handicapping occurrence in a young girl's life than the birth of an illigitimate child, we ask the administration to lobby at the state level for the repeal of obnoxious laws that work only to the detriment of students, and, if necessary, to break these laws in order to bring about a test case. There are lawyers in Ann Arbor who are willing to take up this challenge.

Although the laws do not specifically refer to abortion, this is, we are told, also a forbidden topic in Michigan's schools (although our newspapers are full of news items about abortion law reform). Preventing schools from teaching about birth control may force them to have to counsel girls about abortion!

If our schools are unwilling to instruct students in any matters pertaining to birth control or abortion, then sex education teachers must at the very least be permitted to refer students to agencies which can give counseling in these topics. (The law permits the presentation of information regarding "the religious and medical resources for family planning available in the community.") (P. 19.) We ask our school system to acquaint students with the services of Planned Parenthood (which may soon open a teen clinic) and the Crisis Walk-In Center, at every indicated opportunity.

36. UNDUE FAMILIARITY RULE

We ask that counselors be counseled to avoid inflicting double standards of morality on students, for example, where the so-called "undue familiarity rule" is involved. Students must not be made to feel that girls alone are responsible for amorous acts (including hand holding) and their outcomes. Adolescent boys must not be encouraged to think of themselves as creatures of excusable, unbridled lust, and adolescent girls divided into the "good girls" and the "temptresses." For adolescents to grow into responsible adults, even more socially responsible than some of their parents, both boys and girls must be accountable for their behavior, with due concern for the welfare of the parties with whom they are interacting.

We have been informed of instances even in elementary school in which young boys, holding each other's hands or putting arms around each other's shoulders, were requested to stop this "ungentlemanly" display of affection.

36. UNDUE FAMILIARITY RULE - Continued

It has been suggested by some counselors that a specific discipline policy be added to the handbook, indicating how "undue familiarity" problems are to be handled. We ask that such a policy be included, and that it be an unmoralistic, humane policy which recognizes the affectional needs of young people.

37. RECOGNITION OF SINGLE PARENT AND NON-CONFORMING HOUSEHOLDS

At a time when more than 10% of America's families are headed by a woman (according to Department of Labor statistics), and at a time when many children are growing up in a variety of non-conforming family constellations, there is a distinct lack of consideration in the Ann Arbor schools for the feelings and the problems encountered by children and adults living in these situations. It is no doubt humiliating for many children, for example, never to see a working mother or divorced parents in their books. (In one school with a high incidence of single parent families, favorable charts were noted which contained a variety of family settings.) In some schools there is still a "Fathers' Night," at which children proudly show off their accomplishments to their fathers. All too frequently, mothers are expected to be home and available in the daytime to attend school events, to meet with teachers, or to serve lunch to their children. Ann Arbor's traditional school lunch program in many instances causes children with working mothers to feel "highly unusual." (The only children living within a mile from school who may bring their lunch are those who are poverty stricken or those with "highly unusual circumstances," such as having a working or a student mother.) Even sex education classes for elementary children invariably show two happy, cooperative parents in a household and do not touch on the possibility of divorce.

We would ask that these difficulties be remedied in at least the following ways:

a) Reading and supplementary books must be sought which will make children from atypical family settings feel more normal;

b) The Ann Arbor schools will have to become sensitive to the fact that many children live with only one adult, who cannot necessarily be available for school functions at times when the schools might wish them to be. Fathers' Nights (and Mothers' Mornings) should be eliminated, parent conferences should be made at night if need be, and school lunch programs should be available to any child wishing to partake. Also, sex education classes must allude in a normal fashion, without pity or moral judgment, to the existence of many types of family relationships.

38. PREGNANT STUDENTS

In 1968, there were 24,000 known live babies born to married or unmarried women under the age of 18 in Michigan. Approximately 4,000 of the pregnant girls probably remained in their own schools or were enrolled in some special district program while awaiting childbirth. (2,000 were actually accounted for.) This indicates that in Michigan, at least 20,000 high school and junior high school aged girls become lost to the schools of the state - and possibly to themselves - each year.

In Ann Arbor in 1968, there were 63 live births to girls under 18, but the number of pregnant girls being educated in schools, at home, or in the Washtenaw County Intermediate School District's Young Mothers Program was 21. Only one-third of these young women who should have been in school were accounted for.

38. PREGNANT STUDENTS - Continued

There is good reason for wanting to ensure that pregnant girls continue their educations. For unmarried girls, it will be essential that they be able to support themselves and their children, and for this they need training. If they are to earn more than a barely substistence salary, they must have a diploma. The chance of being divorced for people who marry in their teens is far greater than the national average for all divorces. Again the young mother will have to be able to support herself. For many of the young mothers-to-be, receiving a sensitive education at this critical time may be the important factor in prevention of their personal social deterioration.

The Ann Arbor Schools have no set, written policy with regard to their handling of pregnant students. They allow them to stay in school as long as they wish or to enroll in the Young Mothers Program, and they accept the girls back after their babies are born. As far as we can tell, they do not provide girls who are dropping out of school with information steering them to the Young Mothers Program if they need it even at some future time. Nor do they guarantee transportation to the facility or provide comprehensive health service to the known, pregnant girls while they are in school or follow up on what happens to them after the baby is born.

The State Board of Education has recently ruled that schools may not exclude a pregnant girl if she wishes to remain (although some administrators in other areas have expressed fears that the girls will miscarry in the halls). Alternative regional or district programs may be set up, to which the girls must be encouraged to go if they do not wish to stay in their own schools. There is also the stipulation that TRANSPORTATION MUST BE PROVIDED TO THE ALTERNATIVE PROGRAM.

We ask our Board of Education and the Administration to do the following things:

1. Lobby for State reimbursement for the transportation of pregnant girls to Young Mothers Programs. (Some districts will not set up such programs if they fear that they will have to pay transportation expenses.)
2. Provide girls who are dropping out of school with information encouraging them to participate in the Young Mothers Program in case they need it. (Some girls might be too shy to inform the schools that they are pregnant.)
3. Provide comprehensive health care and counseling for young, pregnant women remaining in the schools.
4. Provide transportation for district girls who make use of the Young Mothers Program.
5. Encourage girls to return to school after they have had their babies.

In the event that the Young Mothers Program is not retained at the end of the 1972 school year, the Ann Arbor School System must make provisions for the education and care of female students during and after pregnancy. Our schools must help to ensure that the present lives of these young women will not be tainted by feelings of disgrace or embarrassment, and that their future lives will not be handicapped by real or imagined inadequacies caused by the premature termination of their education.

38. PREGNANT STUDENTS - Continued

In order to help guarantee that the young mothers continue their schooling after childbirth, our schools must plan to set up childcare facilities, manned, if necessary, by students during free periods. (This information was obtained from Kay Forsythe of the Michigan Association Concerned with School Aged Parents, and from Carol Hoffer, a teacher of the Young Mothers Program.)

(Since this section was written, Ann Arbor has initiated its own Program for School-Aged Parents and has received Federal Revenue Sharing money to initiate an Infant-Care Program for the children of students.)

39. CHILD-CARE CENTERS (PRESCHOOL)

The Ann Arbor School System must begin to plan child-care facilities not only for new mothers, but also for the children of school workers, teachers, and community residents. In some states, this is known simply as preschool. The presence of such a facility in each school district would be a worthy educational goal. Currently, for example, a number of morning kindergarteners with working mothers have an inordinately hard time finding transportation to child-care facilities in the afternoon. In addition, many working mothers find it almost impossible to locate a center with openings for their children. A great advantage to having a child-care center adjoining a school is that parents might then drop off older and younger children at the same time. Advantages might also accrue to teachers and students. It would be a fine experience for older youngsters, male and female, to devote their free periods to the care and study of small children. Teachers (again female and male) might receive an additional, fractional stipend (as coaches do) for administering child-care programs on a part-time basis. Or this activity might be considered a separate preschool program with professional staff specifically recruited for this purpose. (This method is, of course, very expensive and would have to have cooperative funding from a variety of governmental sources.) The presence of both males and females in such centers would help students greatly to remove in their own minds any stigma attached to participation by men in the care of young children.

It must be emphasized that the most logical, most community oriented form of child-care would be that associated with each school district.

40. WOMEN ADMINISTRATORS (AND HIGH SCHOOL TEACHERS)

At the present time, according to information given us, there are five female principals in the 25 Ann Arbor elementary schools, and at least two female vice-principals. At the junior and senior high school levels, there are no principals and there is one female vice-principal. Of the six people in the category of superintendent, none is a woman. Four of the fourteen directors of various areas are women, and five out of seven subject matter coordinators are women.

It is unfortunate, in view of the extraordinary number of excellent women teachers and women receiving advanced degrees in education, that so few are sought or encouraged to be in administrative positions in the Ann Arbor schools. Two of the highest ranking women in our school system have separately asked us to find out why there are so few women principals in the schools. We shall ask the question for them. WHY ARE THERE SO FEW WOMEN PRINCIPALS AND VICE-PRINCIPALS IN THE ANN ARBOR SCHOOLS? (The answer given us by an authoritative person in the schools was, "Face it; women have the babies so they have to take care of the children. If men had the babies, they would take care of the children.") At a

40. WOMEN ADMINISTRATORS (AND HIGH SCHOOL TEACHERS) - Continued

time when being a principal was a job commanding little status, most principals were women, and many proved extraordinarily capable. But now that the job is prestigious and demanding in these difficult times, principalship seems to have become a male profession. Even high school teachers are now predominantly male.

Perhaps the most critical lack of women occurs in the junior and senior high school administrations. In our interviews with a number of school administrators and in reviewing a large variety of course descriptions, we have heard and read such a startling number of clearly prejudicial statements, that we feel these attitudes are certainly imparted to students, either through advise on courses they should take and careers they should follow, or through direct verbal statements. People cannot yet seem to recognize as prejudicial many remarks made about females. Many administrators talk as if they think girls salivate at the words "children,""crafts," "cooking," and "sewing." We feel that there is a great need for students, particularly for female students, to have personal contact with highly competent, sensitive women who will encourage girls to gain capabilities and interests, and to use them throughout life; women who will help other teachers and administrators in the schools to recognize girls as serious, complete human beings who can aspire to lives of accomplishment.

We feel that it is no accident that the one junior high school with a woman vice-principal was the only one to break precedent and independently to start coeducational classes in industrial arts and in home economics, even at the seventh grade level last semester.

We therefore ask the Board of Education to seek outstanding women to help administer Ann Arbor's schools when such positions become available. And while the Board is giving priority to the hiring of male elementary teachers, we ask also that priority be given to the hiring of female high school teachers!

41. WOMEN'S STUDIES, ETC.

Many responsive high schools and colleges across the country have been instituting courses in "Women's Studies," in order to allow young women to feel pride in the accomplishments and abilities of members of their sex, and to give them models to emulate. In the Ann Arbor Public Schools, there is nowhere that girls can find a model of female greatness with which to identify, except possibly in their own teachers. The elementary school books portray very few outstanding women. In history classes, a female name rarely reaches female ears. Nor do great women in science often receive notice in science books.

As mentioned in Section 3, we are urging (and we are asking the Administration to urge) history textbook companies to revise high school history texts to include the accomplishments of many women. We are also asking our school system to purchase and to recommend for use in the schools books such as Professor Ann Scott's Women in American Life, and the bibliographies compiled by Dorothy McGuigan and Ellen T. Nebel in Exhibits XIb and XIc. Hopefully, before long, women's names, along with those of Blacks and other minority groups, will be commonplace in school history books.

We therefore ask the Administration to institute courses in Female Studies, Sex Discrimination and You, The History of Women, Women of Accomplishment, or some similar titles. There are probably few teachers in the Ann Arbor schools yet equipped to teach such courses. There are, however, publications which are now formulating programs of this sort or compiling examples of the materials taught in

41. WOMEN'S STUDIES, ETC. - Continued

various Women's Studies courses throughout the United States. The Women's Studies Newsletter, published by The Feminist Press, Box 334, Old Westbury, N. Y. 11568 can be a great help in getting a new program off the ground. Students and teachers might even work out a course outline together. The University of Michigan also has women who have been doing research in these areas. We recommend that women familiar with Women's Studies be called in, perhaps on a weekly basis, to share their expertise, in order to inspire young people and to help female students aspire to lives of personal accomplishment. Another initial approach would be for outstanding local women in various fields to be invited to speak regularly. It is necessary that young men be permitted to take such courses in order to acquaint them with women of capability (and to keep courses from segregating by sex). When our high schools have Career Days, women working in a wide variety of fields should be invited to speak.

It is also necessary for male students to realize that men do not have to aspire to careers requiring the performance of strenuous tasks, heroic deeds, or prestigious duties in order to be considered masculine. For this reason, males working happily in jobs heretofore considered unusual for their sex should be invited to talk to students also. A Brooklyn experimental high school is now offering a course in "The Male Experience." The Ann Arbor Schools might perform a service for students of both sexes by setting up an appealing and necessary course entitled, "Growing Up Male -- Growing Up Female."

(In the 1973 Spring semester, teacher Robin Franklin of the alternative school, Pioneer II, initiated, researched, and taught a highly successful course in Women in American History. The course had to be limited to American history, because the number of women who have functioned significantly in the world scene is staggering!)

42. IN-SERVICE TRAINING

This report is dotted with frequent quotations of administrators, principals, vice-principals, and counselors, which reveal their total lack of awareness of the nature of sexual stereotyping and derogation. They assume that girls need special, watered-down technical courses, no serious competition in sports, and in general no motivation to achieve personal competence in fields outside the home.

In view of great discrepancies in many areas between programs available to boys and to girls, and the lack of perception of these differences by school personnel, we feel that an IN-SERVICE TRAINING program is essential to help heighten awareness of the vast area of prejudice against women, and to help eliminate this discrimination in our public schools. We ask that time be set aside, perhaps in conjunction with humaneness in education, each semester to assist school personnel in comprehending problems of sexual discrimination.

43. OMBUDSWOMAN

We are under the impression that, at least at this time, schools, the general public, and even human relations personnel are not yet sensitive to sexual discrimination and stereotyping, blatant or subtle, although they frequently have little trouble recognizing racial prejudice when they see it. There are so many areas in which we have all become accustomed to seeing males pressed toward technical competence,

43. OMBUDSWOMAN - Continued

athletic prowess, and professional superiority, that it does not occur to us that the consequent downplaying of female abilities and aspirations is purely prejudicial. Except in stature and strength (with notable exceptions), women are not innately inferior to men - despite public protests to the contrary.

So long as society continues to bring up girls with little regard for their futures except that they marry and have children, there will be little incentive to challenge girls to exploit their abilities and interests to the fullest. The Ann Arbor Schools, unwittingly, have been overprotecting girls with regard, for example, to athletics and street patrols, have been minimizing their capabilities with respect to industrial arts fields, and have been leading them toward homemaking careers by means of home economics courses and examples set in elementary school readers.

We feel that the only way to avoid these pitfalls and to keep a continuous check on sexual discrimination in the schools is for the schools to appoint (using recommendations from appropriate Ann Arbor women's groups) an OMBUDSWOMAN, or a team of ombudswomen.

(Since these statements were prepared, an Ombudswoman has been hired and an In-Service Training Program has been initiated.)

44. DISCRIMINATION AGAINST PRIMARY SCHOOL BOYS

It is often said that schools discriminate greatly against boys, particularly at the primary and elementary grades, by virtue of the lack of male teachers and of programs containing an abundance of physical activity. Boy and girl children rarely see men spending patient hours with youngsters, and it is felt that having male teachers in the primary grades would be most beneficial for young children.

One of the problems frequently associated with the lack of male teachers in the lower grades and with the generally passive nature of much elementary education is that boys get into trouble and become discipline problems far more often than girls do. In our society, girls from the earliest ages are rewarded for being good, gentle, and well-behaved, while boys are encouraged to be active, aggressive, and competitive -- BUT NOT IN SCHOOL. Boys are thus punished and scolded frequently, while girls remain relatively docile and obedient (which may not be good for their self-concepts either). In addition, boys' nervous systems and musculature are said to mature at a slower rate than girls', possibly causing male children to tend to be more restless than female. All too often, boys go through their entire school experience feeling that they are "bad," a situation which might well have been remedied had there been more sensitivity to their needs when they were starting out in school.

In child-care centers now, young men are frequently volunteering their services (with and without pay), and it is found that they enjoy themselves immensely and are not afraid to sing and dance and get down on their hands and knees with the children. They seem unselfconscious and not bounded by rigid stereotypes of male behavior. The young children are known to enjoy male teachers a great deal.

It is therefore recommended that our schools seek and employ excellent male teachers for the primary and elementary grades with greater frequency than at present.

It is also recommended that our schools innovate more school programs using children's great physical energy, particularly for highly active youngsters. Children in school tend to engage in mostly sedentary activities, perhaps unsuitable for a great many restless children.

45. DISCRIMINATION AGAINST ETHNIC AND RACIAL MINORITY FEMALE STUDENTS

According to Labor Department statistics, in 1967 the median incomes by race and sex for full-time, year-round workers were: White men, $7,518; Black men, $4,837; White women, $4,380; and Black women, $3,268. Furthermore, 44% of non-white women were in service occupations. And, believe it or not, the full-time, year-round median income for private household workers, 47% of whom were non-white (44% Black), was $1,298! These figures strongly suggest that our schools, as well as the rest of society, are failing the bulk of our minority women students. The Ann Arbor schools had better ask themselves some important questions concerning their contribution to the perpetuation of these miserable statistics.

What are our schools doing to challenge the interests, abilities, and potentialities of our female students of racial and ethnic minority heritage?

Into what programs are they being guided?

What attempts are being made to guide the learning experiences of our racial and ethnic minority female students?

Is our Multi-Ethnic Program taking into account the specific problems of ethnic-minority females?

Is any attempt being made to encourage these students to aspire to lives of personal accomplishment?

Are they being given guidance toward attaining personal competence in potentially rewarding skills and knowledge?

Are efforts being made to secure books and other materials which help to establish heroines with whom these students may identify?

Are our schools hiring ethnic minority women in sufficient numbers in administrative, teaching, and counseling positions?

Studies have shown that of all students participating in extracurricular activities, Black females are the least involved. And if textbooks stereotype, discriminate against, and overlook females in general, they greatly compound these problems when dealing with minority females, who are rigidly stereotyped into traditional female roles. In a study performed by a group of Puerto Rican women (Feminists Look at the 100 Books: The Portrayal of Women in Children's Books on Puerto Rican Themes), they conclude that "A Puerto Rican girl faced only with the prospects presented in these books might reasonably choose not to grow up at all."*

What must our schools do to remedy these problems? Teachers and counselors must exert all effort to recognize and to challenge the abilities and aspirations of minority female students from the earliest grades. Books, films, and other materials must be utilized which emphasize the accomplishments of racial and ethnic minority women. And every effort must be made to develop extra- (and intra-) curricular athletic and non-athletic programs to capture the interest and imagination of these young women and to make them feel like vital members of the school community. Also, career, college, and vocational counseling must be undertaken to equip them to enter rewarding future lives. Affirmative action must be used in securing excellent minority female personnel at administrative, teaching, and counseling levels.

*By Dolores Prida and Susan Ribner in collaboration with Edith Dávila, Irma García, Carmen Puigdollers, and Arlene Rivera

46. ADULT EDUCATION

One easily overlooked area of public school life is the adult school. And this area, too, is fertile ground for charges of subtle discrimination against women.

In High School Equivalency classes, for example, women students, who are frequently domestics during daytime working hours, complain that the school system seems to be throwing obstacles in their paths toward the receipt of their diplomas.

These women, many of whom are Black and not well-paid, find it extremely difficult to pay the $18.00 to $30.00 book deposit fee. What is distressing is that the women seem not to realize that this is only a deposit feee, but are under the impression that they must buy their books. "If the law says that schools can't charge students for books, then how can they charge us?" one woman asked, very much perturbed. They also feel that different students are given contradictory information by teachers and administrators, implying that adult school policies are not always clearly formulated. One woman was told that a course she had taken elsewhere was not transferrable, only to find, after nearly completing the comparable course, that she had already been given credit for her earlier one. One teacher eliminates students from class after three absences, forgetting that these women, who are highly motivated and are studying so that they will be able to gain more challenging employment, have full-time jobs during the day and families to care for at home, and cannot always attend class. (Daytime students are never limited to three absences.) The students in one class felt that a certain student was being penalized grade-wise because she had strongly supported the Equal Rights Amendment while her male teacher was vigorously opposed to it.

We ask the schools, then,

1. to provide books and workbooks free to the older members of the school community, with the clearcut understanding that any fees charged are for deposit only;
2. to charge reasonably low deposit rates that are well within the budgets of hard-working evening students;
3. to set, publicize, and require the enforcement of uniform policies governing continuing education classes;
4. to give every encouragement to women (and to men) returning to school to better their lives;
5. to sponsor well-advertised vocational-type courses and training programs aimed at helping women develop ability at skilled, well-paying trades; and
6. to ensure that courses requiring the use of the library or other school facilities are set up so that evening students can have ready access to them.

47. EDUCATION IN THE COMMUNITY

In its humane attempt to help students - who ordinarily would have a difficult time finding a compatible learning situation within our schools - to find a meaningful school experience, our school system wisely has set up two alternative high schools, Pioneer II (Earthworks) and Community. A goal of Community High is to provide opportunities for students to explore their interests and aspirations by actually working in any of a huge variety of vocational-oriented settings in the community - outside of the school building.

47. EDUCATION IN THE COMMUNITY - Continued

A singular omission was made in the careful planning of Community High School. There is no requirement that businesses, industries, or private individuals with whom students come in contact sign (or even verbalize) any commitment to practicing equal opportunity with regard to sex, race, ethnic background, or country of origin (etc.). We do not know whether female students or Black students are being refused certain kinds of work opportunities. We do not know whether young women tend to be, in excessive proportion, assigned to secretarial tasks and Black students to more menial jobs. These students are young. They are not fully acquainted with what their rights should be or with how to ensure that their human rights are being fully regarded. Under various Executives Orders and under our own Board policy, our school system as a recipient of Federal contracts and as a contractor with other firms may not allow discrimination on the basis of race, sex, religion, color, or national origin. Can we not insist that our students be entitled to at least these same protections?

Another danger with regard to Community High is that the work experiences in which students engage must preeminently serve to benefit the student, not the employer. It must be ascertained that employers are in no way exploiting students to their own gain. This is to be a learning experience for our young people, and they have every right to explore numerous avenues toward achieving personal fulfillment. We cannot ask, or allow employers to ask, that only those students who intend to make a career of a specific work opportunity be permitted to receive the training and experience. Helping each student to identify, to explore, to develop, and to challenge his or her own potentials is a worthy educational goal. We must make sure that this concept is built into each employer's understanding.

It is recommended that since students enter into various work opportunities early in their Community High School careers, they first have a period of intensive introduction to the nature of equal educational opportunity and to a full acquaintance with their legal rights. (This may also be conducted on an ongoing basis throughout the school year.) Potential employers should be invited also to attend workshops devoted to these issues. Employers must be required to sign equal opportunity affidavits before taking public school students under their tutelage. When such commitments are broken, our schools should not permit students to work with these firms until there is clearcut evidence that fully equal opportunity will be employed and the legal (and educational) rights of our students will be guarded.

November, 1973

POSTSCRIPT

The number of incidents of sex discrimination in a school system is nearly endless, though carried out, by and large, with well-meaning intentions. In Ann Arbor, a city in which the Board of Education has passed a policy against this form of social injustice, the following explicit examples have come to light during the last six months. Numerous other individual acts occur daily.

POSTSCRIPT - Continued

The Ann Arbor Education Association brought this problem to our attention. In contradiction to the 14th Amendment and to the Equal Employment Opportunity Act, which requires pregnancy leave to be treated as any other leave due to temporary disability (with regard to sick pay, seniority, and reemployment rights, for example), the school system refused to honor the written statement of a doctor that a pregnant teacher required a certain duration of maternity leave. The matter was taken before the Civil Rights Commission.

As in most school systems across the land, great violations of equal opportunity in athletic practices have continued to transpire resulting in enormous unfairness particularly to female students and personnel in our schools.

In violation of the Equal Pay Act, which requires that women and men performing substantially equal work (demanding equal skill, effort, and responsibility under similar working conditions in the same establishment) be paid equal wages, coaches of girls' interscholastic sports, according to the Master Agreement, were being paid in 1972-73 5% of base pay for each sport "as needed." Coaches of boys' sports received from 6% of base pay (for the Assistant Tennis Coach) to 30% (for the Athletic Trainer, whose services are not available to girls). (See Exhibit XX(b).) These coaching positions are provided for boys as a matter of course, assuming that they will be needed. The Coach of the boys' Gymnastics team was thus paid 15% of base while the coach of the girls' Gymnastics team was paid 5% for essentially the same work. A policy statement introduced to the School Board at our request by Trustee Henry Johnson would require that coaches training male and female students for interscholastic athletic competition be paid on the salary scale A in Exhibit XX(b) (or at least on the same scale). A point to bear in mind is that the amount a school system is willing to pay for a job indicates the quality of coaching, the desired results, and the input of time it expects to receive from the employee.

Two other resolutions introduced by Trustee Henry Johnson would relieve unfair practices now being carried out by the school system.

One asks that the "direction of the overall athletics program for students of both sexes (at the high schools) shall be shared by male and female co-directors" responsible cooperatively "for organizing, supervising, coordinating, balancing, and budgeting equitably for the predominantly male, predominantly female, and strictly coeducational athletic activities of the school." These Co-Directors would receive the same salaries, services (such as secretarial) and benefits. By the Master Agreement, the Chairman of Interscholastic Athletics (meaning boys') received 17% of CONTRACT pay above his salary plus two periods per day of released time, while the Interscholastic and Intramural Activities Director (meaning girls') - later called the "Non-League Athletic Director"- received 12% of BASE pay above her regular salary. (At Huron High School, two women shared this position and salary increment.) We were disheartened to learn that although this proposal seemed to have general administrative backing, when a vacancy occurred at Pioneer High School, new Superintendent Harry Howard appointed one Athletic Director (male) whose responsibilities do not include girls' athletics. If THE Athletic Director of a school is not in charge of girls' athletics, this seems to relegate girls' sports to some other lesser category (as the title Interscholastic and Intramural Activities Director would imply), and the person in charge of girls' athletics automatically assumes a subordinate role. To prevent this, we are asking for Co-Directors,

POSTSCRIPT - Continued

female and male. Under Title IX of the Education Amendments of 1972, incidentally, the job categories Girls' Athletic Director and Boys' Athletic Director are probably not feasible since the regard for students of both sexes as equally important parts of a coordinated athletic program is to be of prime concern.

The third proposal would have the leagues which schools join and its member schools sign equal opportunity commitments, such as: "No person or team meeting state criteria for competing or officiating shall be refused admission to, be disqualified from membership in, or be excluded from participation in the interschool athletic activities of the League or _____ School on grounds of sex, race, color, religion, or ethnic or national origin." Under this commitment, the "welfare of the student and the protection of his or her legal rights" would be "uppermost in the concerns of the school or league." Schools would agree not to play with schools unwilling to sign the commitment. Such a contract would not only require schools to permit girls and girls' teams (or the predominantly female components of the school's teams) to represent the school jointly with boys in league competition, but would also encourage some league responsibility for the prevention of racial discord at athletic events and the forfeiture of games for racial reasons.

Unfortunately, the School Board has not yet acted acceptably on these measures.

Another action verging on gross malpractice involved the encouragement of junior high and middle school boys planning to participate in athletics when they reached high school to sign up early during the previous semester for the morning shift at the high school so that their athletic practice periods would be free. Girls were not forewarned. When a number arrived at Huron High School and asked for a change of schedule to accommodate athletic practice, they were told that it was too late and that nothing could be done. We advised the mother of one such female student to take this problem first to specific school administrators and then, barring inaction, to the Civil Rights Commission and the Civil Liberties Union.

Apart from athletics, a number of the women employed in the Multi-Ethnic Program, a program aimed at alleviating discrimination directed against minority groups (particularly those of color), have indicated that women have been treated with low regard, have not been selected for administrative positions, and have been relatively ignored with respect to their requests and suggestions by that Department. Also, a phone call to the Multi-Ethnic Office requesting assistance in setting up an in-service workshop on Sex Discrimination against Minority Female Students produced the giggly reply, "Probably nobody here knows anything about that. They're all big sexists around here." This Program would be wise - and we have implored the Administration - to include sex discrimination among its areas of concern. In this way, the schools' commitment, for example, to reviewing texts for sex bias might at last be carried out in conjunction with review for racial and ethnic bias. Books dealing well with racial and ethnic presentation may be wholly inadequate in the quality and amount of their inclusion of females. For financial reasons alone (without even considering the effects on young people), schools would be wise to search for all forms of bias at the same time. A bill before the Michigan Legislature at this time would require the review of instructional materials for all three factors and the signing of an affidavit that the materials in use by the school system are free from such bias. It will be hard to find such materials, but the measure, introduced by the Michigan Education Association, is indeed worthy.

POSTSCRIPT - Continued

At an in-service workshop on Sex Discrimination in Education, some male teachers more or less boasted (somewhat hesitantly) of using "sexist and racist jokes to keep the students on their toes." Race and sex stereotyping and condescension are not laughing matters. Treating students with verbal and actual respect is particularly critical at this time of great awareness of the legal and moral imperatives for individuals of both sexes and of all races to have full access to the benefits and opportunities available to their classmates of different color or sex. In addition, many students may confuse humorously prejudicial remarks with derisive expression of acknowledged inferiority.

It may be cheaper for the Ann Arbor School System to continue practices that it has been made aware are unfair to one sex or the other. The welfare of students certainly does not seem to be an overriding concern when these inequitable circumstances are allowed to persist. As involved citizens interested in helping students of both sexes aspire to and achieve lives of personal fulfillment and productivity, we shall continue to use all sorts of cooperative means of helping the school system solve its problems of sex discrimination (preferably for pay). Considering that this is a relatively new area of awareness, we appreciate some of the difficulties inherent in changing long-established but unjust social patterns. But where resistance to reasonable change (for example in the athletic area) or bad faith is shown, we shall not hesitate to use any legal avenue at our disposal to force compliance with existing laws in their most humane interpretations.

Through the 14th Amendment, the Brown Decision of 1954, the Equal Employment Opportunity Act, the Equal Pay Act, and many other laws and executive orders, all forms of sex discrimination in the schools are distinctly illegal. We hope this report on the schools of Ann Arbor will be useful to school systems everywhere by acquainting them with some of the problems and consequences of sex discrimination and by pointing out suggestions for change. The preservation of the basic legal rights that each of us posseses in our free society, the recognition and development of the individual attributes of each person within a school system, and the guarantee of equal accessibility to the advantages and opportunities to which each individual member of the school community is entitled must be the new and preeminent priorities of our modern public schools.

EXHIBIT I

MEMO

TO: Secondary Principals
Robert Potts
Richard Creal
Sam Sniderman
John Hubley

FROM: Scott Westerman

RE: Sex Prerequisites for Course Enrollment

DATE: February 17, 1971

It is my understanding that there is now consensus among us that there should be no sex prerequisite for enrollment in any course which we offer excepting physical education and vocal groups which are established for boys or girls. May I ask you, therefore, to make certain that there are no sex references on materials which are distributed to youth for the purpose of planning their programs of study.

I believe the areas of industrial arts and home economics are particularly vulnerable to correction in this regard.

In addition to the correction of printed materials, it is very important to make certain that counselors and others understand that we are freeing ourselves from sex prerequisites for course enrollment.

WSW:vs

Pages E2-E6 have been removed for copyright reasons. There omission does not detract from the usefulness of the document.

Exhibit III @

E 7

ADDISON-WESLEY PUBLISHING COMPANY

SAND HILL ROAD, MENLO PARK, CALIFORNIA 94025

(415) 854-0300

March 10, 1971

Mrs. Marcia Federbush
1000 Cedar Bend Drive
Ann Arbor, Michigan 48105

Dear Mrs. Federbush:

Thank you very much for your letter of March 5 regarding our treatment of male and female characters in illustrations in our Elementary School Mathematics, Book 1.

I am afraid I will have to agree with your general remarks about the illustrations on the pages you cite. These pages do appear to contain a degree of stereotyping in regard to male and female roles in our society. I am sure this happened quite unintentionally and unconsciously, though that may merely tend to confirm how deep and instinctive such stereotypes go.

I would also agree that textbook companies have a particularly great responsibility to avoid stereotyping of any kind, just as we now attempt to do in depicting members of minority groups, and that we should also endeavor to provide all children with the most positive self-image that we can.

In line with your suggestion, I will ask our authors and editors to see if the pages you list can be changed in the next printing of the book to show women and girls in a greater variety of adult occupational roles and in more physically active situations as well.

Thank you very much for bringing this matter to my attention and for your interest and concern in better education and better textbooks.

Yours truly,

Joseph V. Sheehan

Joseph V. Sheehan
Vice President, School Division
Editor in Chief

JVS:w

cc: RMonnard
TAnspaugh

Exhibit III (b)

E8

SRA

SCIENCE RESEARCH ASSOCIATES, INC
A Subsidiary of IBM

259 East Erie Street
Chicago, Illinois 60611
(312) 944-7562
Cable SCIRESUS, Chicago

April 7, 1971

Mrs. Marcia Federbush
100 Cedar Bend Drive
Ann Arbor, Michigan 48105

Dear Mrs. Federbush:

Your articulate letter will serve as an excellent reminder that there are many dimensions of art to be considered as we build a textbook.

We have found in the past that illustrations are actually one of the bigges. problems in book production. People's subjective judgments of what is a good and what is a bad style of art is the first hurdle. Getting a fair distribution of cultural and racial representation is the next consideration. Using stereotype physical characteristics that do not offend, yet clearly identify the uniqueness of physical attributes, is perhaps the greatest challenge of all for the artist. The 1970's bring still another major consideration - the avoidance of sexual discrimination.

Thanks to people like you who take the time to make positive, constructive suggestions, we can improve all dimensions of our learning programs.

Sincerely,

(Mrs.) H. JoAnn Timmer
Manager, Elementary Mathematics

/mcf

PagesE9-E19 and E22 have been removed for copyright reasons. There omission does not detract from the usefulness of the document.

On a tuffet, on the sidelines, or just plain not there—the little girls in most children's books are where the action isn't. But help is on the way. Mothers, librarians, editors, feminists and child specialists are getting together to give real little girls a chance

Books about girls your children should get to know

Meet some of the children's-book heroines who are something special. Their stories are included in a new bibliography of good books about girls compiled by the Feminists on Children's Media and originally sponsored by the National Organization for Women. Sixty-five volunteers—teachers, librarians, editors, writers, psychologists and, of course, mothers—spent six months evaluating nearly a thousand books recommended by librarians and book specialists from all over the country and came up with a list of about two hundred fifty books—fiction and nonfiction—for readers from three to fifteen.

Fiction for Girls Eight to Fifteen

From page one to THE END, most children's books give girls and women short shrift. Books for eight- to fifteen-year-olds, like those for younger children, limit girls to a few hackneyed roles. The individualistic tomboy must learn to be a demure adolescent. The "career girl" can only hope to be a secretary, a nurse or an assistant to an important man. Her story, and her career, end happily only when Prince Charming appears.

But don't give up till you've met eleven-year-old Harriet, the spy who gets caught in a dumbwaiter. Or Mary Call, the independent Appalachian heroine who holds her family together through sheer pluck. Or Mary Jane, the first black girl in a newly integrated school.

These girls are different; they are bright and creative, merry and witty, active and resourceful. The list that follows will introduce you to them and others like them—some girls who are really worth knowing.

The Button Boat, Glendon and Kathryn Swarthout (Doubleday, 1969, $3.95); ages 8-12.* A rollicking, old-time melodrama account of how Dicksie and her little brother Austin, two of the sweetest, poorest and smelliest kids you'd ever want to meet, survive during the Great Depression. They escape their hateful stepfather, a shoot-'em-up bank robbery and the constant smell of the icky-sticky clams they dig all day. Dicksie's good sense changes their lives and enables them to go to a real school.

Pippi Longstocking, Astrid Lindgren (Viking, 1950, $3.00; paperback, 75¢), ages 8-12. Originally published in Sweden and translated into many languages. A rollicking fantasy about Pippi Longstocking, a super-heroine who performs imaginative feats with her mighty skills—much to the pleasure and envy of her young (and ordinary) neighbors. Pippi lives without grown-ups in her own house with a horse and a monkey. Her physical prowess, unusual for a female character even in fantasy, helps her through one amusing adventure after another. Pippi might well be the most unconventional and free female character in children's fiction.

The Motoring Millers, Alberta Wilson Constant (T. Y. Crowell, 1969, $5.95), ages 8-12. One of the rare books about families that is free of sex-role stereotypes. Stepmother Kate Miller works because she enjoys it; a young girl drives an automobile to victory in the first auto race in Kansas; girls and women don't fuss over a little mud spattering when they must push a stuck car; women even change tires—and this in 1911! [continued on page 84]

*Since children vary in their interests, age ranges given are approximate.

Picture Books for Girls under Eight

Mommies at Work, Eve Merriam (Knopf, 1961, $3.74). Mothers who hold jobs are common enough in real life, yet this is the only picture book I know that recognizes the fact.

Diana and Her Rhinoceros, Edward Ardizzone (Walck, 1964, $4.50). The offbeat life story of an unusually gutsy British child. Diana nurses a sick rhinoceros who's escaped from the zoo and then fends off the armed men who come to take the animal back. Incidentally, Diana lives to be an old woman and has a full, happy life without ever marrying.

Amy's Long Night, Nancy Garber (Whitman, 1970, soft cover, 25¢). On her sixth birthday Amy stays up all night, alone with her dog. A profile in six-year old courage.

Noisy Nancy and Nick, LouAnn Gaeddert (Doubleday, 1970, $3.95). Rare on several counts. Noisy Nancy is wonderfully noisy and exuberant, and a leader to boot. When her new neighbor from the Midwest feels intimidated by the big city, Nancy shows him how to have fun.

Madeline, Ludwig Bemelmans (Viking, 1939, $3.50; paperback 75¢). One of a series about an independent, sensible child and her life at a girl's boarding school in Paris. In this story Madeline is rushed to the hospital for an emergency appendectomy.

Rain, Rain Rivers, Uri Shulevitz (Farrar, Straus & Giroux, 1969, $4.50). A little girl stares out the window at the rain and plans how she'll sail her paper boats in the puddles tomorrow. Not a remarkable plot at all, but girls seldom get to be so active in picture books.

Tilly Witch, Don Freeman (Viking, 1969, $3.95). Worried about letting her jou skills get rusty, Tilly goes back to school for a refresher course in scaring people. An ambitious witch who means to get ahead on her own.

Sunflowers for Tina, Anne Norris Baldwin (Four Winds, 1970, $4.50). Tina, a black girl, is chock-full of ingenuity and perseverance, traits usually reserved for boy characters. She's determined to grow a garden in the middle of New York City.

The Practical Princess, Jay Williams (Parents' Magazine Press, 1969, $3.50). Princesses are invariably fragile, helpless, slow-witted creatures, but here's one who is delightfully different. Not only is Princess Bedelia practical, but she also even engineers her own escape from prison.

Katy and the Big Snow, Virginia Lee Burton (Houghton Mifflin, 1943, $3.50). Unlike most picture books about humanized machines, this book has a main character who is a big, strong *female*. There's nothing frail about Katy the tractor, who can rescue a snowed-in city. The author also wrote the story of Mike Mulligan and his steam shovel Mary Anne.

Sara's Granny and the Groodle, Joan Gill (Doubleday, 1969, $3.95). For a change a girl gets to go on a fabulous imaginary trip, courtesy of her grandmother. Granny, by the way, is an Auntie Mame-type liberated woman.

Jellybeans for Breakfast, Miriam Young (Parents' Magazine Press, 1968, $3.50). A *must* for every girl. Two friends break all the picture-book taboos: they go barefoot, get muddy, leave home, become millionaires. But the best sequence is when they ride their bikes to the moon and then come home to a ticker-tape parade and a medal from the President. If a woman ever becomes President, she will no doubt have once been a small girl like one of these great kids. *The End*

EXHIBIT X cont'd

E21

FICTION FOR GIRLS EIGHT TO FIFTEEN

Continued from page 65

Queenie Peavy, Robert Burch (Viking, 1966, $3.50), ages 8-12. Because her father is a "jailbird," Queenie has to put up with malicious jeering from her classmates. She grows tough and hardened, but beneath the surface of this tobacco-chewing, best-rock-shot-in-town girl, there's a funny, touching, quick-witted character. Queenie changes her tough behavior, but she never sacrifices her strong personality. When, near the end of the book, the local doctor remarks, "Who knows, you may grow up to be a nurse," Queenie retorts, "I may grow up to be a doctor."

From the Mixed-up Files of Mrs. Basil E. Frankweiler, E. L. Konigsburg (Atheneum, 1967, $4.50), 1967 Newbery Medal winner, ages 8-12. Claudia and her brother Jamie run away to New York's Metropolitan Museum of Art. The details are straight from life: the violin lessons and school bus rides of suburbia, the canopied beds and statues and washrooms of the museum—and those deep-down feelings of being scared, being angry, being excited, and being a team.

Mary Jane, Dorothy Sterling (Doubleday, 1959, $3.95), ages 8-12. The first black girl to attend the integrated school in her town, Mary Jane is greeted on opening day by a large jeering crowd. Although she has to be escorted into the school by the police, she never considers turning back. At first, she tries to ignore the hostile whites by clinging to the only other black student she knows. When a white girl tries to make friends, Mary Jane is suspicious, but when the two care for a squirrel together, their friendship blossoms.

Heidi, Johanna Spyri (Doubleday, 1949, $1.69, and other publishers), ages 8-12. Heidi, a young orphan girl, goes to live with her hermit grandfather on a Swiss mountain, where she learns to love nature. Her remarkable strength of character infects everyone who knows her. Invalid Clara learns to walk and the blind grandmother learns to cope with her handicap. Even today, Heidi is exemplary for her straightforwardness, her realism and her natural ways.

The "Little House" Books, Laura Ingalls Wilder (Harper & Row, 1953, $4.95 each), ages 8-12. This classic series chronicles the life of a hardy pioneer family in the 1870's and '80's. Ma and Pa Ingalls and their four daughters settle in the rich farmland of the Dakotas and through great diligence and ingenuity are able to survive the worst of hardships. The books show America's frontier partnership between tough men and women, playing different parts but all equal in the value of their contributions.

A Wrinkle in Time, Madeleine l'Engle (Farrar, Straus & Giroux, 1962, $3.95), 1962 Newbery Medal winner, ages 8-14. Led by three mysterious powers—Mrs. Whatsit, Mrs. Who, and Mrs. Which—Meg Murray, the all-too-rare female character in a science-fiction lead role, embarks on a strange adventure with her little brother and a friend, Calvin. We need hardly ask whether this brainy child will succeed in freeing her brother from the dread outer-space force IT.

Ballet Shoes, Noel Streatfield (Random House, 1950, $2.95), ages 9-11. Three orphaned girls from three different families are adopted by a fossil-collecting old bachelor, who brings them home and then disappears, leaving his niece and a nurse to bring up the children. The three girls, who choose Fossil as a last name, study for stage careers so that they can contribute to the family income. They all have different temperaments and talents, and Petrova's aptitude for flying, Pauline's acting ability and Posy's love for dancing seem quite natural and appropriate. The girls are strong, interesting characters and the book, set in England in 1937, is realistic and well written.

Where the Lilies Bloom, Vera and Bill Cleaver (Lippincott, 1969, $3.95), ages 9-12. Mary Call Luther, orphaned daughter of Appalachian mountaineers, must call upon every inch of her ingenuity and resourcefulness to hold together her remaining family of two sisters and a brother. Mary Call is a fiercely independent character, who accepts neither charity nor assistance. (Also recommended by the same authors: *Ellen Grae* and *Lady Ellen Grae*.)

The Borrowers, Mary Norton (Harcourt, Brace & World, 1952, $3.75), ages 9-12. Borrowers are little people who live in tunnels under the floors of houses and make their living by "borrowing" from the big people. Arrietty Clock and her parents, Pod and Homily, are the last known living Borrowers. Arrietty wants to learn how to borrow, a task that has previously been reserved for men. She is fearless in her upstairs escapades and succeeds in breaking into a hitherto all-male venture.

Strawberry Girl, Lois Lenski (Lippincott, 1945, $4.50), 1945 Newbery Medal winner, ages 9-12. The Boyer family struggles against nature and hostile, feuding neighbors in the Florida backwoods of the early 1900's. Ten-year-old Birdie Boyer, the Strawberry Girl, works to resolve the conflict between the Boyers' modern ways and the harsher [*continued on page 86*]

From Miss Muffet Must Go, Woman's Day, March, 1971

The article "Miss Muffet Must Go" from Woman's Day , March 1971, has been removed for copyright reasons. Its omission does not detract from the usefulness of the document.

PAGES E23 - E26 [redacted] MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

TAPPAN JUNIOR HIGH SCHOOL INSTRUCTIONS FOR 8TH GRADE COURSE ELECTIONS

881 Home Economics (Boys) - This course for boys meets daily for one semester and includes: 1) food preparation; 2) study of nutrition; 3) selection and care of clothing; 4) construction of a shop apron or duffel bag; 5) buying practices; and 6) gaining some basic understanding concerning school and family relationships.

884 Home Economics (Girls) - This course which meets daily for the entire year and which is for girls only covers three major areas: 1)Foods covers basic nutrition, food preparation, storage and service, time management and food comparison studies; 2)Fashions For Teens covers the selection, care and construction of clothing; and 3) Personal Development includes the study of personality growth and satisfying relationships with family and friends.

885 Home Economics - This is a one-semester course which meets daily. It covers the areas described above but in less depth and with less time devoted to skills. The class is for girls only.

985 Metals (Boys) - This course meets daily for one semester and is for boys only. Each student will design and construct a project in the following areas: sheet metal, bench metal, casting and plastics with instruction in the various methods of welding.

989 Mechanical Drawing/Crafts (Girls) - The student takes nine weeks of each subject. The course which meets daily for one semester is for girls only. See course description above for Mechanical Drawing (#981). The Crafts course offers an opportunity to work with materials not ordinarily found in regular art rooms such as sheet metal, wrought iron, wood, plastics, ceramic tile, etc. Students will learn basic design criteria and various assembly techniques with emphasis placed on creativity.

Tappan Junior High School NINTH GRADE CURRICULUM 1970-71

SPECIFIC REQUIREMENTS - All ninth graders are required to take a course in English, in Mathematics, in Civics and in Physical Education. In addition, each student is to elect a sufficient number of courses to fill the three remaining class periods in the day. One of these may be a Study Period.

---

895 Clothing 1 & 2 - (See description of the Clothing 1 (#893) course) In addition the fundamental techniques are applied to new situations on more difficult garments. Girls may select their own projects according to individual ability and wardrobe needs. The projects might be jumpers, shifts, unlined jackets, simple dresses, cardigan suits and active sportswear. The study of textiles and design is continued.

(This is the only ninth grade course at Tappan listing a sexual prerequisite.)

EXHIBIT XII (E)

SLAUSON JUNIOR HIGH SCHOOL COURSE ELECTIONS

Slauson states its intention to remove the sex prerequisites indicated below.

7th GRADE

471 Physical Education (boys)

472 Physical Education (girls)

574 French

671 Instrumental Music

673 Vocal Music (girls)

674 Vocal Music (boys)

874 Home Economics (girls

974 Industrial Arts (boys)

774 Art

8th GRADE

883 Home Ec. (girls)
686 Cadet Orch ____
928 Wood 1 (boys)
Metal 1

ONE SEMESTER COURSES: Courses listed below meet daily for one semester. It is necessary to select two to fill one period for the year.

881 Home Ec. (boys)
882 Home Ec. (girls)
981 Indust.Arts (girls)

185 Speech
785 Art
000 Study Hall

987 Electricity 2) boys
Mech. Draw. 2)
986 Wood 1 - Metal 1

896 Foods I

893 Clothing I

991 Drafting I (1st sem.only)

993 Metal Shop

994 Wood Shop

995 ____ Electronics I

996 Architectural Drawing (2nd sem. only)

997 ____ Printing

998 Craft Shop (girls only)

999 Craft Shop (boys only)

9th GRADE

REQUIREMENTS FROM JUNIOR HIGH HANDBOOK

EXHIBIT XIII

Seventh Grade Curriculum

Required Courses - meet daily

Unified Studies (Double period)
Mathematics
Life Science
Physical Education

Art*
Home Economics* (Girls)
Industrial Arts* (Boys)
Music* (one from list below)

Industrial Arts - is an introduction to such areas as mechanical drawing, metalworking, woodworking, crafts and basic electricity.

Elective Courses - meet on alternating days

General Music
Beginning Instrument
French

Cadet Band
Cadet Orchestra
Study

Eighth Grade Curriculum

Required Courses - meet daily

English
American History
Mathematics

Physical Science
Physical Education
(Plus electives to fill two periods)

Elective Courses

Art
French
Home Economics
Industrial Arts
Speech
Study

General Music
Chorus
Cadet Band
Concert Band
Cadet Orchestra
Concert Orchestra

Industrial Arts - provides additional work in any of the areas explored in seventh grade. In addition, students may elect specialized work by arrangement with the class counselor.

Ninth Grade Curriculum

Required Courses - meet daily

English
Civics

Mathematics
Physical Education
(Plus electives to fill three periods)

Elective Courses

Art 1, 2
Business Orientation 1
Typing I
French
German
Latin
Spanish
Russian
Foods 1
Clothing 1, 2
Mechanical Drawing 1
Architectural Drawing 1
Woodshop 1
Electronics 1
Metal Shop 1
Chorus
Cadet Band

Concert Band
Cadet Orchestra
Concert Orchestra
Biology
Earth Science
Conservation
World History
Negro History
World Geography
Beginning Speech 1
Beginning Drama 1
Advanced Speech & Drama
Stagecraft
Journalism
Yearbook 1
Study

Industrial Arts - is pre-vocational. The various areas are pursued in greater depth than in eighth grade. Successful completion of courses may determine eligibility for more advanced high school courses.

Although no sex prerequisite is listed for industrial arts, each year's course builds on the previous year's, and girls are excluded here from the seventh grade course.

SOME SEX-DESIGNATED HIGH SCHOOL COURSES

EXHIBIT XIV

652 Clothing 652 (.50 unit)
Girls may select their own projects according to individual ability and wardrobe needs. Each girl plans her own semester's program based on her self-test of basic sewing knowledge and skills. Suitability of patterns and fabrics are studied, as well as textiles and design. Students should be prepared to buy their own materials; the course is offered each semester. Prerequisite, Clothing 651.

658 Foods 658 (.50 unit)
Included in this course is the preparation of special and seasonal foods such as desserts, breads, party sandwiches, and cake decorating. The actual planning, preparation, and serving of a large tea gives the students experience in catering and food service. To prepare the student for her future role as a homemaker, a unit on kitchen planning and buying of equipment is included. Nutrition in relation to special diets and food fads is stressed. Foods 655, 656 are prequisites for the course, and it is offered second semester only.

659 Foods (Boys) 659 (.50 unit)
This is a basic food course designed especially for boys. The usual areas will be covered: nutrition, planning and preparation of meals, serving, food sanitation, with special emphasis on the man's role in the kitchen. Barbecuing, grilling, and salad making will be included. Boys interested in restaurant work should begin with this course. It is open to boys at all grade levels, and it is offered both semesters. There is no prerequisite.

660 Foods, Commercial 660 (.50 unit)
This course is planned for those boys who have had Foods 659 and who wish to prepare themselves to work in the foods service field. Areas to be emphasized will be the ability to follow directions, cooperating and working in groups, speed and efficiency, cleanliness, serving, etc. Cooking for large groups will be included. If a part time job in a restaurant or a full time job after graduation is desired, this course should be helpful. This course is open to boys at all grade levels, Prerequisite, Foods 659.

676 Housekeeping Aide 676 (.50 unit)
This is a one-semester course sponsored under the Vocational Education Act designed to prepare girls for housekeeping work in hotels, motels, and hospitals. The course is open to junior and senior girls.

661 Personal Development 661 (.50 unit)
This course is designed to help girls gain self-confidence, improve self-image, and understand themselves and their families. It deals with social problems, dating problems, and the adjustment to senior high school, as well as their future, their place in society, and the world of work. This course is offered each semester, and is elective for sophomore and junior girls. No prerequisite.

677 Senior Home Economics 677 (.50 unit)
The content of the course is selected and designed to prepare the senior girl for homemaking. Subject matter areas covered are management and decoration of a home, consumer problems, foods and nutrition, textiles and child development, although this is not a laboratory course for food preparation lesson. A unit on creative crafts, either knitting, needlework, or a student choice is given. This may be taken as a fifth subject, and it is offered each semester. It is open to juniors and seniors.

(A newer version of the curriculum guide contains a clothing course without a sex prerequisite, but says that "students" will make "skirts, jumpers, (and) dresses.")

EXHIBIT XV

ACT 251

PUBLIC ACTS OF 1955 AS AMENDED

Michigan State Fair Employment Practices Act

Section 3a. It is an unfair employment practice:

(a) For any employer, because any individual is between the ages of 35 and 60, or because of the sex of any individual, to refuse to hire or otherwise discriminate against him with respect to hire, tenure, terms, conditions or privileges of employment. Any such refusal to hire or discrimination shall not be an unfair employment practice if based on law, regulation, the requirements of any federal or state training or employment program or on a bona fide occupational qualification and except in selecting individuals for an apprentice program or an on-the-job training program intended to have a duration of more than 4 months.

(b) For any employment agency to fail or refuse to classify properly, refer for employment or otherwise to discriminate against any individual because of his age, or sex, or to conduct business under a name which directly or indirectly expresses or connotes any limitation, specification or discrimination as to age, or sex, except that any presently operating agency bearing a name which directly or indirectly expreses or connotes any such limitation, specification or discrimination may continue to use its present name, if it displays under such name, wherever it appears, a statement to the effect that its services are rendered without limitation, specification or discrimination as to age or sex.

(c) For any labor organization to discriminate against any individual or to limit, segregate or qualify its membership in any way which would tend to deprive such individual of employment opportunities, or would limit his employment opportunities or otherwise adversely affect his status as an employee or as an applicant for employment, or would affect adversely his wages, hours or employment conditions because of such individual's age or sex.

(d) Except as permitted by paragraph (a) of section 3a hereof, for any employer, employment agency or labor organization, prior to employment or admission to membership to: (1) print or publish or cause to be printed or published any notice or advertisment relating to employment or membership indicating any preference, limitation, specification or discrimination, based upon age or sex; (2) establish, announce or follow a policy of denying or limiting, through a quota system or otherwise, employment or membership opportunities of any group because of the ages or sex of members of such group; and (3) utilize in the recruitment or hiring of individuals any employment agency, placement service, training school or center, labor organization or any other employee-referring source known by such person to discriminate against individuals because of their ages or sex.

EXHIBIT XVI

E 32

Plumbers & Pipefitters Local No. 190

of the united association of journeymen and apprentices of the plumbing and pipefitting industry of the united states and canada

JACK WHEATLEY
BUSINESS MANAGER
FINANCIAL SECRETARY

5300 W. MICHIGAN AVENUE
YPSILANTI, MICHIGAN 48197

AREA CODE 313—434-2210
OR
313—434-3211

April 13, 1971

Miss Marsha Federbush
1000 Cedar Bend Drive
Ann Arbor, Michigan 48105

Dear Miss Federbush:

In response to your inquirey about female participation in the Building and Construction Trades Unions.

As I explained to you on the phone, there has never been any sexual discrimination in the Building Trades Unions.

With new technological changes such as factory built homes you will find that many places in the United States employ women.

Presently, there are a few Local Unions throughout the Unites States that have female members. The only criteria for belonging to a Building Trades Unions is that the employee must be able to physically perform the work involved.

Also for your information, during World War II there were many women were employees in the Building Trades Unions as welders.

Yours truly,

Jack Wheatley
Business Manager
Local Union 190

EXHIBIT XVII MHSAA OFFICERS (ALL MALE BUT FINAL 7)

OFFICERS OF THE MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION

(Elected November, 1969)

President—Henry Geisler, Morenci
Vice-President—John K. Cotton, Farmington
Secretary-Treasurer—Ernest J. Buckholz, Mt. Clemens

State Director—Allen W. Bush, Department of Education, Lansing
Associate State Director—Vern L. Norris, Department of Education, Lansing
Assistant State Director—Lonnie D. Lowery, Department of Education, Lansing

COMMITTEE APPOINTMENTS FOR 1969-70

The following committees were appointed by the Representative Council or the President of the State Association and functioned on various matters of business of the Association during the 1969-70 school year. The State Director, Associate State Director, and Assistant State Director were members, ex-officio, of all committees. The Executive Committee will serve until December 2, 1970.

EXECUTIVE COMMITTEE

Henry Geisler, Morenci, Chairman
John K. Cotton, Farmington
Ernest J. Buckholz, Mt. Clemens
Ross A. Wagner, Birmingham

UPPER PENINSULA ATHLETIC COMMITTEE

(This Committee was elected by Upper Peninsula schools in accordance with Representative Council authorization)

†George Weingartner, Rock, Chairman
††James Sheridan, Ironwood
††William Hart, Marquette
†Arthur Allen, Iron River
††Irving Soderlund, Norway
†Webster Morrison, Pickford
††Joseph Vestich, Watersmeet

ATHLETIC ACCIDENT BENEFIT PLAN ADMINISTRATIVE COMMITTEE

Steven Sinks, Grand Haven—Term expires December, 1970
Herbert Waltschinger, Southgate—Term expires December, 1971
O. L. Vesollo, Niles—Term expires December, 1972
Warren Lutchmann, Petoskey—Term expires December, 1973
Jack Stephens, Royal Oak—Term expires December, 1974

†Term expires December, 1970
††Term expires December, 1971

1969-70 CROSS COUNTRY COMMITTEE

Lorenzo Wright, Detroit
Peyton Goodwin, Troy
Charles Sweeney, Lansing
Westfall Emery, Grand Rapids
Hollis Legacy, Rochester
Larry Wilson, Flint
William Fitch, Jackson
Albert Pingel, Ypsilanti (Advisory)

1969-70 TROPHY AND MEDAL COMMITTEE

Bruce Sellers, Battle Creek
John Mahaney, Chesaning
Thomas Gill, Portland
Howard Kraft, Detroit
Orvel Baun, Olivet

1969-70 SWIMMING COMMITTEE

Jack Johnson, Dearborn
Michael Heick, Birmingham
James Hall, Grandville
George Kvitchan, Riverview
Ray Campbell, Albion
Richard Kimball, Ann Arbor (Advisory)
Charles McCuffree, East Lansing (Advisory)

1969-70 WRESTLING COMMITTEE

Doyle MacIntosh, Trenton
Robert Ecker, Chelsea
William Tutt, Lansing
John Nordlinger, Ann Arbor
George Genyk, Flint
Albert Cox, Galesburg
Charles Mathews, Grand Rapids

1969-70 SCHOOLS AND OFFICIALS WRESTLING ASSIGNMENT COMMITTEE

Charles Morian, Vicksburg
John Nordlinger, Ann Arbor
Patrick Harrington, Fruitport
George Genyk, Flint
Gregg Doty, Farmington
John Greenwood, Lansing

BOARD OF CANVASSERS

Roger Carlson, Bath
John Connell, Ewingburg
Frank Theros, Lansing
Joseph Rosecrans, Lansing
Lawrence Eggers, Lake Odessa

JUNIOR HIGH SCHOOL COMMITTEE

John K. Cotton, Farmington
Henry Geisler, Morenci
Charles Knox, Royal Oak
Basil Mason, Battle Creek
Robert Finley, Sturgis
William Walker, Gaylord
Ernest Zielinski, Bay City

1969 FOOTBALL RULES COMMITTEE

Thomas Allshouse, Lawrence
John Bishop, Grand Rapids
Edward Weede, Niles
William Mockill, Galesburg
Joseph Pascucci, Detroit
Alex Mefinos, Birmingham
James Bates, Port Huron
John Korigan, Manchester
Jack Reardon, Livonia
Lorenzo Wright, Detroit
Patrick Uetz, Detroit
Michael Wieland, Grayling
Melvin Skillman, Saginaw
Ronald Gibbs, Muskegon
Ray Rynberg, Grant
Jerry Gallagher, St. Ignace
George McCormick, Gwinn
Richard Buckholz, Dearborn Heights (Official—Advisory)

1970 NATIONAL FEDERATION INTERSCHOLASTIC FOOTBALL RULES COMMITTEE REPRESENTATIVES

Patrick Uetz, Detroit
Edward Weede, Niles
Allen Bush, Lansing
Lonnie Lowery, Lansing
Vern Norris, Lansing

1969-70 BASKETBALL RULES COMMITTEE

Charles Ridgeway, Bridgman
Donald Jackson, Kalamazoo
Ace Zagarplos, Berkley
John Pazdzior, Ida
Walter Koepke, Mt. Clemens
Joseph Pascucci, Detroit
Lorenzo Wright, Detroit
Charles Trierweiler, Fowler
Dean Moorhouse, Fremont
James Perkins, Kingsley
George Davidson, Bay City
Tim Bullock, Sault Ste. Marie
Dominic Tomasi, Flint (Advisory)

1970 BASKETBALL TOURNAMENT COMMITTEE

(Lower Peninsula)

Henry Geisler, Morenci
Joseph Pascucci, Detroit
Lorenzo Wright, Detroit
Duane Formsma, Watervliet
Willard Baker, Delton
Ellsworth Anderson, Albion
George Ilyes, Allen Park
John Kestner, Oak Park
Andrew Atkins, Sandusky
Peter Fust, Mt. Morris
Philip Marzolo, Lansing
Cornelius Huizenga, Rockford
Richard Smith, Au Gres
Max Carey, Freeseil
James Mongeau, Gaylord

1970 BASKETBALL TOURNAMENT COMMITTEE

(Upper Peninsula)

George Weingartner, Rock
James Sheridan, Ironwood
Irving Soderlund, Norway
Arthur Allen, Iron River
William Hart, Marquette
Webster Morrison, Pickford
Joseph Vestich, Watersmeet

EXHIBIT XVII cont'd

1970 BASKETBALL TOURNAMENT OFFICIALS COMMITTEE
(Lower Peninsula)

Henry Geisler, Morenci
Ernest Buckholz, Mt. Clemens
Joseph Panozzi, Detroit
Lorenzo Wright, Detroit
John K. Cotton, Farmington
Wendell H. Emery, Grand Rapids
Donald Vander Geest, Marshall
Richard Dunn, Clawson
James Mitchell, Flint
Dan Hovanesian, Holt
Robert Stricker, Cass City
Virgil Bateham, Remus
Bob Rodgers, Oscoda
Ed Russel, Pellston
Richard Boles, Dowagiac
Scott Russell, Custer
Al Duva, Romulus

1969-70 CONSTITUTION STUDY COMMITTEE

Henry Geisler, Morenci
Ross Wagner, Birmingham
John K. Cotton, Farmington
James Pellowe, Portage
Lyle Harper, Reed City

1970 TRACK AND FIELD COMMITTEE

Erwin Gustafson, Hartford
Wendell Emery, Grand Rapids
Ray Shank, Hastings
Harold Aebi, Warren
Ralph Crume, Pittsford
Michael Popson, Birmingham
Lorenzo Wright, Detroit
Bernard Radford, Walled Lake
Wayne Geerlie, Grosse Pointe Woods
Jack Irwin, Fielding
Robert Watson, Cass City
Thomas Bennett, Alpena
Eugene Rasmussen, Petoskey
Ted Raven, LeRoy
Henry Wiley, Escanaba
Victor Fochesato, Norway

1970 REGIONAL TRACK ASSIGNMENT COMMITTEE

Erwin Gustafson, Hartford
Ray Shank, Hastings
Ted Raven, LeRoy
Jack Dean, Flushing
Michael Popson, Birmingham
William Savallisch, Harper Woods

1970 TENNIS TOURNAMENT COMMITTEE

George Acker, Kalamazoo (Advisory)
Jack Johnson, Dearborn
Kenneth Zandee, Grand Rapids
James Van Zandt, Galesburg
George Purdy, Saginaw
Daniel Bestak, Highland Park

1970 GOLF TOURNAMENT COMMITTEE

Edward Clauss, Mt. Pleasant
J. L. Cooper, Detroit
Otto Laabs, Baraga
Paul Miller, Jackson
Richard Soisson, Kalamazoo

ATHLETIC OFFICIALS COMMITTEE

Ralph Leek, Grand Rapids
Ralph Zande, Kalamazoo
Clifford Appleget, Benton Harbor
Paul Riefle, Albion
John Callahan, Farmington
Robert Thompson, Adrian
Thomas Rocker, Detroit
Herbert Wilson, Detroit
Norman Dunham, Lansing
Clarence Gorney, Saginaw
Kent Johns, Cadillac
Robert Dreuth, Ellsworth
Gildo Canale, Marquette
Robert Ellis, Negaunee

GYMNASTICS COMMITTEE

James Inman, Athletic Director, Hillsdale
Charles Thompson, Livonia Clarenceville
Dave Monroe, Taylor—Taylor Center
John Vandenberg, Wyoming Rogers

BASEBALL COMMITTEE

Henry Geisler, Morenci
Paul Tungate, Clarkston
Steve Rivas, Grand Haven
Max Carey, Freesoil
Richard Usher, Sturgis
Joseph Panozzi, Detroit
Warren McKenzie, Big Rapids
M. Chandler Nash, Holt
Jay Formsma, Livonia Stevenson
Robert Stoppert, Midland
Samuel Dubow, Sault Ste. Marie
Earl Haight, Roscommon—Gerrish-Higgins
James Wynes, Cass City
Ronald Hoover, Carlsmont

GIRLS ATHLETICS ADVISORY COMMITTEE

Donna Doerr, Wyoming Godwin Heights
Genevieve Hartzler, Jackson Hunt Junior
Jane Hodge, Lansing Gardner Junior
Bonnie Bowman, Vicksburg
Louise Reffitt, Oak Park
Polly Fisher, Flint Atherton
Zetha Cowles, Houghton Lake

EVERY OFFICER OF THE MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION, WITH THE EXCEPTION OF THE SEVEN-MEMBER GIRLS ADVISORY COMMITTEE, IS A MALE.

1970-71 SENIOR AND JUNIOR HIGH SCHOOL GIRLS INTERSCHOLASTIC ATHLETICS DIRECTIVES

EXHIBIT XVIII

COMPARABLE BOYS RULES

1. Teams in all sports are to be in charge of and under the direct supervision of a woman member of the faculty and shall be coached by women.

SECTION 3(B)—Coaches of girls interscholastic athletic teams shall be women. (1949)

SECTION 1(C)—Coaches of girls interscholastic athletic teams shall be women. (1949)

REG. IV A

SECTION 1(A)—The person responsible for the immediate training or coaching of a high school athletic team should be a member of the regular teaching staff of the school. If a non faculty member is used he must be registered by the school in the office of the State Director on a form provided for that purpose before he begins his duties. Such non faculty member coaches must be at least twenty one (21) years of age or have completed two (2) or more years of college work. (1952)

SECTION 1(B)—All coaches (head and assistants) of interscholastic athletic teams in Class A high schools shall hold teaching certificates which would qualify them as teachers in the high school whose teams they are coaching. (1949)

2. Girls shall take part in not more than five practice or play periods per week including games or contests. Practice periods shall not exceed one and one-half hours in length per day.

3. A girl shall not compete in more than two games per sport per calendar week and in not more than one game per sport on two consecutive days. This provision does not apply to junior high school girls. (See Regulation IV-B, Section 3, D-E-F.) Participation in any part of a game constitutes a game in relation to the above. Participation per student in one game per sport per calendar week is recommended.

REG. II

SECTION 10(B)—No student may compete in more than one (1) game of interscholastic basketball per day, and in not more than two (2) games per week during the regular season. (1937)

SECTION 10(C)—A student may compete in ONE interscholastic basketball game during a calendar week (Monday to Monday), and in addition, may participate in not more than ONE game in an approved county, league, or invitational tournament during that week. Students participating in a State Association Tournament may compete in no other basketball game during the week of that Tournament (Monday to Monday). (1954)

4. There shall be a thorough medical examination of each girl on the squad of the sport concerned during the current school year and prior to interscholastic athletic competition in that sport. In any questionable cases, the student is to be withheld from competition. After any protracted period of illness of a student, there is to be an additional medical examination before she is allowed to compete. It is recommended that if a girl shows continuing symptoms of physical, mental, or emotional disturbance, she be referred for professional help and withheld from all athletic participation until approval is given for her return.

REG. III

SECTION 3—No student shall be eligible to represent a junior high school for whom there is not on file with the principal a physician's statement for the current school year certifying that the student has passed an adequate physical examination and that, in the opinion of the examining physician, he is fully able to compete in athletic contests. (1929) The rule for high school boys is the same.

5. Girls are not to engage in interscholastic athletic contests when part or all of the membership of one or both of the competing teams is composed of boys.

6. In girls sports sponsored by schools only the official girls rules are to be used as prepared and recommended by the Division of Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation, except in sports in which Michigan High School Athletic Association Regulations are more restrictive, in which cases the latter are to be followed.

7. Officials used in girls interscholastic basketball contests must be registered with the Michigan High School Athletic Association during the current school year. Registration also is required of referees and or starters in track and swimming meets for girls. It is recommended that D.G.W.S. rated women officials be used in all girls interscholastic athletic contests whenever possible.

8. High schools having a total enrollment of less than 75 in grades 9-12, inclusive, may use IN GIRLS SOFTBALL ONLY students from the eighth grade of that school.

REG. I

SECTION 1 (D)—High schools having a total enrollment of less than seventy-five (75) in grades nine to twelve, inclusive, may use, IN BASEBALL ONLY, students from the eighth grade of that school. (1926)

Schools having not to exceed ten grades, with enrollment in the high school grades of less than seventy-five (75) may use, IN BASEBALL ONLY, seventh and eighth grade students when they are competing against like schools. (1938)

9. The girls basketball schedule of a senior high school is to be limited to a maximum of 16 games per team. Junior high schools may have a school schedule of 5 games, none of which may be intercity.

SECTION 4—Junior high schools shall be limited to a school schedule in girls basketball of not to exceed five (5) games of six (6) minute quarters during the season. (1959)

REG. V

(B) BASKETBALL (BOYS)—Ten (10) basketball games of six (6) minute quarters. A student may compete in not more than one (1) game of interscholastic basketball per day, and in not more than two (2) games per week during the regular season. (1936)

REG. VII

SECTION 11(A)—A high school may have any number of teams but no football team may play more than nine (9) games. No basketball team may play more than eighteen (18) games.

10. For junior and senior high school girls a broad intramural program is recommended which may be extended by a school to allow participation within its general or adjacent service area in not to exceed 3 interschool athletic contests, invitational games, sports days, or meets in that sport which are the outgrowth of the intramural programs of the schools concerned, without compliance with State Association Eligibility and Contest Regulations (I-V). Game rules to be used in such competition must be in accordance with Item No. 6. No girl may compete in these contests, invitational games, sports days, or meets, who has represented her school in that sport other than in this informal type of competition during a current school year.

In the 1972-1973 Handbook, these regulations (with slight alterations) are now listed as "Recommendations" because of recent legislation and court action.

FROM THE MICHIGAN HIGH SCHOOL ATHLETIC ASSN HANDBOOK

E 36

EXHIBIT XIX

STATE BOARD OF EDUCATION
LANSING, MICHIGAN

MARILYN JEAN KELLY

March 10, 1971

Mrs. Marcia Federbush
1000 Cedar Bend Drive
Ann Arbor, Michigan 48105

Dear Mrs. Federbush:

I am in receipt of your letter of March 2, 1971, as per our telephone conversation. Thank you for the detailed and the specific citations from the MHSAA Handbook.

Today, Annetta Miller officially asked staff for a full report on the difference in the association's regulations as between girls and boys.

Rest assured of my continued interest and support in this matter.

Sincerely yours,

Marilyn Jean Kelly

Marilyn Jean Kelly

MJK/p

STATE BOARD OF EDUCATION
LANSING, MICHIGAN

ANNETTA MILLER

March 31, 1971

Mrs. Marcia Federbush
1000 Cedar Bend Drive
Ann Arbor, Michigan 48105

Dear Mrs. Federbush:

Thank you for your letter. I intend to ask that copies be sent to each Board member. I would greatly appreciate copies of the book reviews you are working on now.

As for the Athletic Association regulations, I hope to attend the next meeting, together with Mr. Deeb who represents the State Board of Education on that committee, so that I may express our viewpoint to the people who must write the rules.

The "girls" rules are written by a women's committee. I expect I shall have an opportunity to meet with them, too.

Keep up the good work!

Best wishes.

Sincerely,

Annetta Miller

AM:SG

EXHIBIT XX(a)

SALARIES FOR COACHES (MASTER AGREEMENT)

III. Senior High School Interscholastic Athletics:

1.	Chairman of Interscholastic Athletics	17%	C and two periods released each day each semester.
2.	Head Football Coach	17%	B plus 1 period of released time during the 1st semester.
3.	Head Junior Varsity Football Coach	12%	B
4.	Assistant Football Coach	11%	B
5.	Cross-Country Coach	9%	B
6.	Head Basketball Coach	20%	B
7.	Assistant Basketball Coach	16%	B
8.	Head Wrestling Coach	17%	B
9.	Assistant Wrestling Coach	15%	B
10.	Head Swimming Coach	17%	B
11.	Assistant Swimming Coach	15%	B
12.	Gymnastics Coach	15%	B
13.	Hockey Coach	17%	B
14.	Head Track Coach	17%	B
15.	Assistant Track Coach	15%	B
16.	Head Baseball Coach	15%	B
17.	Assistant Baseball Coach	11%	B
18.	Golf Coach	9%	B
19.	Tennis Coach	9%	B
20.	Trainer, Athletic	30%	B
		304%	

C. Senior High Girls

1.	Modern Dance	3.0%	B
2.	Cheerleaders Coach	14.0%	B
3.	Aquaneers	5.0%	B
4.	Girls Athletic Club	11.0%	B
		33.0%	

(allowing one coach in each activity)

SALARIES FOR COACHES

(From 1971-1973 Master Agreement)

This is the scale negotiated in the Agreement following the one listed in Exhibit XX (a).

3. Senior High Interscholastic Athletics

A. Boys

1)	Chairman of Interscholastic Athletics	17% C and two periods released each day each semester.
2)	Head Football Coach	17% B plus 1 period of released time during the 1st semester.
3)	Head Junior Varsity Football Coach	12% B
4)	Assistant Football Coach	11% B
5)	Cross-Country Coach	9% B
6)	Head Basketball Coach	20% B
7)	Assistant Basketball Coach	16% B
8)	Head Wrestling Coach	17% B
9)	Assistant Wrestling Coach	15% B
10)	Head Swimming Coach	17% B
11)	Assistant Swimming Coach	15% B
12)	Gymnastics Coach	15% B
13)	Hockey Coach	17% B
14)	Head Track Coach	17% B
15)	Assistant Track Coach	15% B
16)	Head Baseball Coach	15% B
17)	Assistant Baseball Coach	11% B
18)	Golf Coach	9% B
19)	Tennis Coach	9% B
20)	Assistant Tennis Coach	6% B
21)	Trainer, Athletic	30% B

B. Girls

1)	Interscholastic and intramural Activities Director	12% B
2)	Interscholastic Athletics Coaches--as needed	5% B each

EXHIBIT XXI

SALARY SCALE FOR JUNIOR HIGH COACHES

B. Junior High School Boys

1.	Sports Activity Director	5.0% B	
2.	Football Coach		
	Head Coach	7.0% B	each
	Assistant Coach	5.0% B	each
3.	Flag Football	1.0% B	
4.	Volleyball	2.0% B	
5.	Basketball		
	Team Coach	7.0% B	each
	Intramural	2.0% B	each
6.	Track Coach	3.0% B	each
7.	Swimming Coach	3.0% B	
8.	Rec. Swimming	1.0% B	
9.	Lifesaving	2.5% B	
10.	Softball	1.0% B	
11.	Wrestling Coach	6.0% B	
12.	Gymnastics Coach	2.0% B	
13.	Roller Skating	1.0% B	
14.	Cross Country	2.0% B	

D. Junior High Girls

1.	Soccer	2.5% B	
2.	Field Hockey Coach	3.0% B	
3.	Volleyball Coach	3.0% B	
4.	Basketball Coach	3.5% B	
5.	Lifesaving	2.5% B	
6.	Gymnastics	3.0% B	
7.	Track Coach	3.0% B	each
8.	Rec. Swimming	1.0% B	each
9.	Competitive Swimming Coach	2.0% B	
10.	Synchronized Swimming Coach	4.0% B	each
11.	Softball	1.0% B	
12.	Rhythms	1.0% B	
13.	Tennis Coach	2.0% B	
14.	Archery	1.0% B	
15.	Roller Skating	1.0% B	

EXHIBIT XXII

HIGH SCHOOL ATHLETIC EXPENDITURES

Pioneer High Activities Athletics:	Balances, 6/30/69	Receipts	Disbursements	Balances 6/30/70
Athletic accident benefit	$ (154)	$ 3,238	$ 3,403	$ (319)
— Baseball	(1,071)	2,005	2,626	(1,692)
— Basketball	(3,214)	7,372	4,527	(369)
✓ Cheerleaders	(577)	1,870	1,872	(579)
— Cross country	(167)	2,162	1,995	-o-
— Football	(3,050)	15,182	11,411	721
— Golf	275	453	539	189
— Gymnastics	(169)	563	529	(135)
— Hockey	(900)	6,835	5,973	(38)
Mats and breakage tickets	1,123	2,565	949	2,739
Miscellaneous	(248)	2,485	3,027	(790)
Six A League	(62)	452	558	(168)
— Swimming	(1,284)	3,734	2,510	(60)
— Tennis	(154)	466	687	(375)
Track	(803)	2,326	2,325	(802)
✓ Girls interscholastic sports	-o-	1,000	159	841
— Track regional	359	-o-	-o-	359
— Wrestling	(1,653)	5,446	3,919	(126)
First aid - all sports	(7)	1,305	1,404	(106)
Total athletics	$(11,756)	$ 59,459	$ 48,413	$ (710)

Girls Athletic Club	478
Girls Swimming	589
Girls swimsuits	130
Approximate Total for Boys' Activities	**$ 37,041**
Approximate Total for Girls' Activities	**$ 3,228**

Huron High Activities Athletics:				
Athletic accident benefit	$ 153	$ 1,676	$ 2,144	$ (315)
— Baseball	(1,044)	3,302	2,419	(161)
— Basketball	(2,244)	6,115	4,008	(137)
✓ Cheerleaders	(519)	2,271	2,454	(702)
— Cross country	(723)	1,561	796	42
— Football	(1,665)	7,697	7,693	(1,661)
— Golf	(454)	478	718	(694)
— Gymnastics	52	225	521	(244)
— Hockey	(2,251)	8,064	5,941	(128)
Mats and breakage tickets	987	1,077	1,029	1,035
Miscellaneous	(234)	473	1,755	(1,516)
South Central League	(169)	513	344	-o-
— Swimming	(1,708)	3,674	2,478	(512)
— Tennis	(695)	973	921	(643)
Track	(2,443)	6,128	3,852	(167)
✓ Girls interscholastic sports	-o-	1,000	153	847
— Track - regional	-o-	-o-	6	(6)
— Wrestling	(34)	1,519	1,631	(146)
First aid - all sports	(530)	2,031	1,547	(46)
Total athletics	$(13,521)	$ 48,777	$ 40,410	$ (5,154)

Girls Athletic Club	409
Girls Swimming	0
Girls Swim Suit Rentals	52
Approximate Total for Boys' Activities	**$ 30,984**
Approximate Total for Girls' Activities	**$ 3,068**

Total expenditures for High School Boys: $68025 ; Girls: $6296

EXHIBIT XXIII

GIRLS' BASKETBALL

Ten states – Arkansas, Georgia, Louisiana, Iowa, North Carolina, Oklahoma, North Dakota, South Carolina, Tennessee, and Texas – conduct annual tournaments for girls, although a few states bar girls' basketball teams. However, it is customary in many areas for the younger ladies' teams to play preliminary to the boys' contests—especially in the smaller communities.

Iowa is unique in that its girls' tournament not only is conducted apart from the boys' eliminations but also under the supervision of a headmasters' body that is entirely divorced from the conventional state athletic association. Even more surprising is the fact that the girls' tournament attracts one-half million spectators every year – approximately 25 per cent above that of the boys' tourney.

EXHIBIT XXIV

EXTRA-CURRICULAR ACTIVITIES WITH CREDIT

Interscholastic Athletics (Boys) Football, wrestling, tennis, cross country, swimming, baseball, basketball, golf, track, gymnastics, hockey.	substitute for physical education during sports season.
Inter-school debating, oratorical extempore and declamation contest representation, each branch	.25 unit per semester
Editor of the school newspaper or Editor of the school yearbook	.25 unit per year
Manager of the school newspaper or Manager of the school yearbook	.25 unit per year
Page editor of the school newspaper	.25 unit per year
Student Council officers	.25 unit per year

* From the current High School Curriculum Guide

The newspaper clippings pE42 from The Ann Arbor News, March 17, 1971 have been removed for copyright reasons. Their omission does not detract from the usefulness of the document.

EXHIBIT XXVII

Some Excellent Sources to Help Eliminate Sex Discrimination in the Schools

Feminists on Children's Media; P.O. Box 4315; Grand Central Station; New York, N.Y.; published the extraordinary Little Miss Muffet Fights Back, contains an annotated compilation of non-sexist books about girls.

KNOW, INC.; P.O. Box 86031; Pittsburgh, Pa. 15221; the women's free press; reprints and mails great quantities of feminist literature (including Let Them Aspire'), among other services; has excellent lists of available publications.

The Feminist Press; SUNY College at Old Westbury; Box 334; Long Island, N.Y. 11568; publishes Women's Studies Newsletter summarizing Women's Studies Programs in high schools and colleges across the country; is producing an outstanding series of biographies of women of accomplishment, and of non-sexist children's books. Florence Howe, guiding spirit.

Women on Words and Images; P O Box 2163; Princeton, N.J 08540; has published the indispensable study, Dick and Jane as Victims, clearly analyzing and detailing sex stereotyping in 134 popular children's reading texts; slides can be rented.

Western Regional National Organization for Women; produced a Policy Statement on Textbooks, analyzing 34 criteria to be used in evaluating textbooks for sex discrimination; obtainable from Pat McCormick; Berkeley Chapter of NOW; 445 Michigan Ave ; Berkeley, Calif. 94707

Women Studies Abstracts; Editor, Sara Stauffer Whaley; P O. Box 1; Rush N Y. 14543; abstracts and catalogues material for use in women's studies courses - a valuable service indeed

Sara F. Zimet, Reading Research Project Director; University of Colorado Medical Center; 4200 E Ninth Ave ; Denver, Colo. 80220; has been studying and publishing articles on all aspects of sex role modes in children's reading and history texts; has worked out punch card approach to analyzing children's texts; several years of fine research

Prof. Ann F. Scott; History Department; Duke University; Durham, N.C. 27708; has written Women in American Life (Houghton-Mifflin) and other grand books for high school and junior high school history classes Dr Scott is an authority on the portrayal of women in history books

Anne Grant; 617 49th St.; Brooklyn, N.Y. 11220; Education Coordinator, National Organization for Women; Anne is in constant touch with the U.S. Dept. of Education over problems of sex discrimination in education; great resource person on all aspects of the subject; has just produced a staggering multi-media presentation, Our Great American Foremothers, detailing briefly the accomplishments of hundreds of historic American women.

Dr. Lenore Weitzman; Univ. of California-Davis; 1100 Gough St.; San Francisco, Calif. 94109; has done much work on children's texts; produced an extraordinary slide and tape presentation of sex discrimination in all kinds of school text books.

Janice Law Trecker; 33 Westfield Rd ; West Hartford, Conn. 06119; has examined high school history texts for women who should have been included; produced a fine article, "Women in U S History High School Textbooks," Social Education; Mar. '71.

Our apologies for studies we've omitted. See Macleod and Silver(wo)men's, You Won't Do"

EXHIBIT XXVII - Continued:

New York City Chapter, National Organization for Women, Education Committee; 28 East 56th St., New York, N.Y. 10022; produced Report on Sex Bias in the Public Schools (Revised, 1972), thoroughly investigating sex discrimination in all aspects of school life; includes court testimony on sex-separated classes; $2.25.

Emma Willard Task Force on Education; University Station Box No. 14229; Minneapolis, Minn. 55414; wrote Sexism in Education, an 87-page printed report emphasizing in-service training type material; contains 32 pages of categorized bibliographies; tremendously handy! $3.50 mailed to individuals, $5.00 to institutions.

National Organization for Women, Boulder Chapter, Education Task Force; worked persistently with the Boulder Schools to identify and expose all forms of sex discrimination; in addition to the usual topics, studied secondary level language arts; report available from Sharon L. Menard; 2348 N. 107 St.; Lafayette, Colo. 80026; $2.75 (includes a letter describing how the group went about doing its research).

Valley Women's Center, Task Force on Sexism in Schools, 200 Main St., Northampton, Mass. 01060 (413-586-2011); Carol Ahlum and Jackie Fralley; offers among other things Feminist Resources for Elementary and Secondary Schools, a fine, annotated bibliography.

Committee to Study Sex Discrimination in the Schools; 732 Garland Ave.; Kalamazoo, Mich. 49008; Jo Jacobs, Chairwoman; has produced an extraordinary series of Task Force reports, surveys, and recommendations concerning textbooks, physical education and athletics, employment, and other areas of sex-discriminatory practices in the Kalamazoo Schools. Filed the first Title IX complaint regarding the purchase of a sex-biased series of texts.

Corine T. Perkins, Teacher; 815 Oakcrest Ave., Iowa City, Iowa 52240; produced excellent slide-type (coordinated) presentation of sex stereotyping in school readers, based on Dick and Jane as Victims, called Dick and Jane Received a Lesson in Sex Discrimination.

Jean Ambrose, with Women's Rights Task Force, Union County, N.J. NOW filed Title IX complaint with HEW and Civil Rights Div. concerning sex discrimination in Union County schools' industrial arts courses. Produced study of bias in Vocational Education in N.J. Compiled Women's Directory of 207 N.J. women in non-traditional positions, willing to speak to students; 549 Lenox Ave., Westfield, N.J. 07090.

Judity Weis, with Essex County, N.J., NOW filed first test of Title IX complaint against 14 Essex County school districts for sex discrimination in industrial arts and home economics; 51 Clifton Ave., Newark, N.J. 07104.

National Education Ass'n.; 1201 16 St. N.W., Washington, D.C. 20036; under Shirley McCune convened illuminating conference on sex discrimination in the schools in Nov., 1972; has compiled endless amounts of extraordinary material and knowledge from all parts of the country dealing with all aspects of the subject. Also contact Kitty Cole, NFIE Resource Ctr. on Sex Roles in Education. Same address.

Connecticut Education Association; Dr. Suzanne Taylor, Research Coord.; has produced numerous articles, questionnaires, and studies concerning school practices related to sex discrimination, including a superb research bulletin on extra pay for coaches in Connecticut schools.

For the most complete annotated list yet compiled of over 150 groups and individuals who have taken action to alleviate sex discrimination in education, particularly with regard to textbooks, see Jennifer Macleod and Sandy Silver (wo)man's new book (Nov. 1973): You Won't Do... What Textbooks on U.S. Government Teach High School Girls. Available from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221.

EXHIBIT XXVIII

E45

Women's Rights Task Force On Education

NEW JERSEY IN COOPERATION WITH THE UNION COUNTY CHAPTER OF N.O.W.

PP. E45-E48

Copies of this Bibliography of Positive Female-Image Books are Available From The Women's Rights Task Force on Education
549 Lenox Ave.
Westfield, N.J. 07090

Cost: 25¢ per copy.

SUMMARY

NO	PROBLEM	RECOMMENDATIONS	PAGES	EXHIBITS
1	New math and its stress on sets has caused elementary mathematics books to group people in rigidly defined sex roles; i. e., all doctors are male all nurses female, all band players male, etc	Recommend to textbook firms that they cease stereotyping sexually. Search for books relatively free from stereotyping	3	II, III
2	Pictures in elementary school readers tend to portray people in extremely sex defined roles: i. e., all mothers are housewives (at a time when 53% of married women are working and there are many single heads of households) Men and boys are active; girls are not.	Ask publishers to stop stereotyping sexually Purchase books relatively free from stereotyping	4	XXV, V-X
3	History books contain almost no women (most of those included are artists or writers), thus giving girls no models of aspiration. Since women are intelligent and numerous, they clearly have contributed, as Blacks have.	Purchase Women in American Life by Ann Scott (Houghton, Mifflin) and other history books (appendaged) detailing accomplishments of women. Ask publishers to include women of note, in addition to minority groups.	5	XIa, b, c XXVIII
4	Spelling books, phonics systems, science texts, and social studies books greatly downplay, neglect, stereotype or even mistreat females	Companies should be asked to make needed changes The State Superintendent's Office should review and recommend books and materials low in sex stereotypy	6	
5	Elementary schools often arbitrarily separate boys and girls into lines, rows, duties, classes, service groups, activities, etc. This exaggerates the differences between the sexes and impedes cooperation and friendship.	The Superintendent should issue directives that children, equipment, displays, and records are not to be sex-separated.	7	
6	Arguments against girls' being on patrols suggest that girls will not be taken seriously or that they will not be safe	Ensure that crossing guards, service clubs, indoor guards, etc., contain both sexes Teach self-defense if necessary. To keep from feeling helpless, girls must feel able to take care of themselves.	8	

SUMMARY

NO	PROBLEM	RECOMMENDATIONS	PAGES	EXHIBITS
7	To help girls gain athletic confidence, exacting training in coordination and muscle use must be begun long before junior high school. After-school athletic programs must be offered to both sexes equally.	Give students serious training in proper techniques, e.g. of running and gymnastics, from earliest grades to build lifelong habits of physical fitness. These recommendations should be issued as policy directives.	8	
8	Most junior high and high school girls have already had a separate Home Economics course, including cooking, sewing, child care, and personal grooming, and are led by current course descriptions toward homemaking. Girls are not encouraged to learn high-paid skills. (Women earn 58% as much as men in full-time jobs. At most, 15 years of a woman's adult life are devoted to child-rearing.)	Counselors, principals, and teachers must ENCOURAGE girls toward competence in many areas. Change emphasis in Industrial Arts from gearing to industry to gearing toward personal competence.	9, 10	XII-XIV
9	Administrators have unwittingly expressed attitudes of condescension toward abilities and seriousness of females. These views are reflected in counseling and course offerings.	Ensure that girls and boys alike gain experience from the earliest grades with construction toys, tools, cooking, and sewing. Redesign contents of Home Economics and Industrial Arts courses to appeal to students of both sexes in order to provide personal enjoyment and ability throughout life.	11	
10	Most high school Home Economics courses in the current guide suggest a sex prerequisite and lead girls toward lives of homemaking	Ensure that boys and girls receive the same emphases in courses (child-care, etc.) Stress Cooperative Family Living, instead of role playing.	12	XIV, XIIa
11	Pioneer High School will continue to offer Bachelor Foods, on the assumption that all girls must learn full family meal planning and boys, pleasurable, less structured cooking	Open this course to girls wishing a more casual emphasis. Change the title (E.g., Cooking for One, Cooking for Fun, etc.)	12	XIV

SUMMARY

NO.	PROBLEM	RECOMMENDATIONS	PAGES	EXHIBITS
12	It is anticipated that there will be difficulty complying with Dr. Westerman's directive to eliminate sex prerequisites: i) schools must contend with other great problems; ii) some schools like their segregated courses (Tappan - Crafts for girls); iii) schools may wish to have "separate but equal" classes; iv) they may eliminate the words "girls" and "boys" without eliminating the intent ("In this class we will make an apron and a blouse.")	Require all schools to detail plans for complying with Dr. Westerman's directive, with intention of making courses ATTRACTIVE to both sexes. Set HIGH STANDARDS OF COMPLIANCE.	13	XIIa
13	Next semester, clothing courses for girls will continue. Boys and girls are said to be modest trying on clothes in front of each other.	Unless there is a clearly parallel course (making boys' clothes) provides separate dressing rooms rather than exclude boys. Revitalize sewing electives to include Upholstery, Tailoring, Interior Decorating, Clothes Design in an effort to attract boys. Minimize "fashion."	13	
14	School administrators have made extremely prejudicial comments regarding girls' abilities. "Separate but equal" classes would be "separate but inferior" for girls. (Girls would wire plugs, not learn electricity, etc.)	Industrial Arts courses, as other courses, must be open to both sexes. Unless there is a comparable class mainly for boys (to avoid embarrassment), boys must not be excluded. Other provisions for changing will have to be made.	14	
15	Unintentionally, perhaps, principals, vice-principals, and counselors frequently ask girls signing up for courses why they want to "take a course like this?" hint that they are only interested in being with boys, question their seriousness, give them protective warnings about hair, jewelry, etc. Since it takes courage for girls to sign up for Industrial arts courses, these warnings tend to frighten them away.	Students wishing to enroll in an unconventional course for their sex must not be intimidated or given derisive, cautionary, or protective warnings. No interested student should be turned away from a course in which he/she wishes to gain competence.	14	

SUMMARY

NO.	PROBLEM	RECOMMENDATIONS	PAGES	EXHIBITS
16	The following type of excuses for excluding students from courses are not justifiable: "There's no place for a girl to take a shower." "A girl would get her hair caught in the machinery." "Boys have to swim nude," etc.	No interested student, regardless of sex or other physical variable, should be refused admittance to a course. Other provisions will have to be made to remedy problems. Schools must elicit the highest competences of each pupil	15	
17	Some teachers of traditionally unisexed classes resent having students of the other sex in their classes. Some exert undue pressure on one sex.	If such teachers do not respond to administrative pressure to be fair to both sexes, the teacher, not the student, should be displaced.	15	
18	Practical nursing Program students complain that they are being rigidly stereotyped in requirements for conduct, appearance and test answers. Books call all nurses "she."	The School System's codes applying to other students with regard to comportment and clothing and hair length should apply to students in this Program also. Books should be sought which call nurses "he or she" or "she or he." The Program should be reviewed for over-uniformity.	16	
19	Pioneer High School provides a home building course for boys, sponsored by local people in the building industry. Girls are not admitted, we were told, because the unions will not admit women and because the sponsors would withdraw their money. (The sponsors now are willing to admit qualified girls.) Unions, sponsors, and schools not willing to accept women are violating Michigan Civil Rights Laws. If girls cannot receive training, they will be kept from union membership indefinitely. Groups such as unions, sponsors, and industries should not determine which students are to be excluded from courses.	Announce that the home building course is unreservedly open to qualifying girls. To refuse admittance is in violation of the Fair Employment Practices Act. Since students change as they grow, schools must not require an intention to pursue a building trade before admitting students to the course. Schools must educate for personal competence	16, 17	XV, XVI
20	Teachers say that students of one sex may not enter a course because there are no showers, no dressing rooms, etc. A complete athletic schedule cannot be maintained at some junior high schools because there is only one high-ceilinged gym.	Ensure that plans for new buildings have facilities for both sexes in Home Economics and Industrial Arts rooms. Design future high and junior high school gyms with all high ceilinged gyms.	17, 18	

SUMMARY

NO.	PROBLEM	RECOMMENDATIONS	PAGES	EXHIBITS
**	Foreword to the Athletics Section	This section defines the criteria for a legal, workable, equal opportunity athletics program and builds a 12-point method for attaining one.	18-24	
21	The Michigan High School Athletic Association governs all interscholastic programs in the state. Of the 223 office holders regulating all sports, there are no women except the seven members of the Girls Athletics Advisory Committee. Many MHSAA rulings are extremely discriminatory against girls; e.g., they may not have a male coach or play on coed teams. Excellent girl athletes thus cannot receive training in our schools if there is no separate female coach.	Exert influence to change unfair state rules. Our schools must aim for an athletic program which is meaningful to every child. Disregard prejudicial state rulings and philosophies that prevent girls from competing.	24-25	XVII, XVIII, XIX
22	Salaries for coaches for the many boys' high school teams (Master Agreement) total 608%, or six Base salaries. Salaries for all girls' athletics total 88%. All girls' sports are coached by the two gym teachers.	Hire more women coaches for both sexes; pay women high school coaches on percent basis; allow girls to be coached by men and play on boys' teams (thus breaking the rules, as some schools do); reduce boys' expenditures.	25-27	XX, XXI
23	In last year's budget, the expenditures for team sports (minus other athletic activities and salaries) for boys at the two high schools amounted to $68,025, while the disbursements for all girls' athletic activities totaled $6,296; more than 10 times as much for boys as for girls. That boys' sports bring in revenue is not a justifiable excuse for spending more for them; the amount expended on students is important.	Seriously review the great disparity in athletic financing; too much money is being spent on too few students.	27	XXII
24	Until recently, boys not girls received credit for partaking in athletics instead of gym. (The practice has been discontinued.) Boys also can receive athletic scholarships.	(No comment.)	28	XXIV

SUMMARY

NO.	PROBLEM	RECOMMENDATIONS	PAGES	EXHIBITS
25	Last year, each junior high school had three male and three female gym teacher[illegible] One was removed from each s[illegible] - all female. (One school has a half-time female teacher this year.) Two teachers must now do the work of three, making the girls' athletic program suffer.	Relieve this imbalance by hiring coaches (university students?) to coach girls in sports now denied them. In the future, take care not to eliminate teachers serving one sex in greater proportion than teachers serving the other.	28	XXI
26	Junior high school women gym teachers recommend that gym be required one semester in the seventh grade and the other semester in the eighth grade, to give good habits and a liking for gym when they enter junior high, and when they are more supple mentally and physically. The Administration instead chose to require gym in the ninth grade.	Honor the teachers' wishes.	28	
27	The same policy with regard to bathing caps must apply to both sexes, particularly now that students have similar hair lengths.	An announcement must be made to swimmers that students either will or will not be required to wear bathing caps.	28	
28	Junior high school boys are introduced to a regular interscholastic athletic schedule, while for girls, at the end of a season's practice in a sport there is a single Culminating Day (in basketball now, at the insistence of gym teachers, there are two). Girls do not learn to compete well.	Let both sexes have access to an interscholastic sports program. (Girls who are excellent athletes must now pay high fees for training outside the schools.) More students can partake than in a single culminating day.	29	XXVI
29	At the junior high school level, the boys' athletic schedule is approved for the year by the Administration, and then the girls' schedule is fitted around it, out of season.	Provide girls equally with encouragement and opportunity to enjoy team and individual sports, not only when it is convenient.	29	
30	Junior high school (as high school) boys' football is subsidized very heavily while girls' needs are unmet.	Scrutinize huge expenditures and favoritism shown boys as early as seventh grade. Boys do not have to begin junior high school with such great emphasis on serious competition.	30	

SUMMARY

NO	PROBLEM	RECOMMENDATIONS	PAGES	EXHIBITS
31	Two of the arguments against men coaching girls' teams are that men might take advantage of young girls and might push them too hard competitively. Administrators say, "We don't want to fall into the same pitfalls that plague boys' athletics." Most coaches are teachers capable at the sport they coach, not trained in coaching.	If it is feared that men coaches would push girls too hard, perhaps they push boys too hard also. If we need worry that men would be indiscrete with girls, then there should be a policy made with regard to the COACHING OF COACHES. They should be taught physiological and psychological aspects of athletics. (First the schools must form a new philosophy. If they discriminate so against girls, then they are clearly discriminating against boys who do not partake.)	30	
32	Ann Arbor was unwise to design its two newest junior highs with one high-ceilinged and one low-ceilinged gym. Basketball and volleyball (popular sports) cannot be played in the latter. There is not room to accommodate all the boys' and girls' teams for intra- and intermural sports.	Open gyms Wednesday afternoons. Children who attend church schools will have to find another time to practice. One gym teacher can attend teachers' meetings at a time.	31	
33	A total review of Ann Arbor's athletic policies seems called for, especially since students have requested that gym not be required.	A review should include at least these changes: an equal-opportunity athletic program with a healthful value system for both sexes; more intramural or limitedly interscholastic sports; more encouragement for girls, including interscholastic and spectator competition; equalizing athletic budgets.	31	
34	The texts used in Family Living courses have highly moralistic sections promoting a double standard for boys and girls, and stressing conformity.	Use less textbook-like readings. Ensure that teachers of these courses do not inflict double standards and conformity with sexual stereotypes.	32, 33	
35	Good sex education programs should: not stress family roles (often unrealistic); recognize divorce, single parent families, unconventional life styles; discuss sex naturally, not in intense periods (though state law forbids integration into the curriculum); help spot and assist children with interfering sexual difficulties; help adolescents accept sex urges and avoid becoming molesters; do not make students feel "deviant;" discuss homosexuality and birth control.	Stress varying family set ups without emphasizing rigid roles; lobby against laws forbidding sex discussion integrated with the curriculum, insisting on treating homosexuality as "social deviance," and forbidding the teaching of birth control. In general, help students accept their bodies and feelings as normal and natural. Students in classes for the mentally and physically handicapped must be given appropriate sex education also.	34, 36	

SUMMARY

NO.	PROBLEM	RECOMMENDATIONS	PAGES	EXHIBITS
36	Counselors frequently inflict a double standard of morality on boys and on girls who engage in affectional behavior. Some put the entire responsibility on the girl and excuse the boy. Boys also must be accountable for their behavior and concerned for the welfare of their partners.	Ensure that counselors do not set double standards for boys and for girls, and make girls feel the burden of guilt. Add an "undue familiarity" ruling to the discipline policy, including the recognition of affection for same-sexed students.	36, 37	
37	Over 10% of U. S. families are headed by a female, and divorce and unconventional living units are frequent, but books and school programs do not consider problems of children and families in these situations.	Seek books which make children from atypical settings feel normal. Eliminate Fathers' Nights (Mothers' Mornings). Schedule parent conferences at night if need be. Avail school lunch to all children wishing it. Recognize many types of families.	37	
38	In 1968, there were 63 live births in Ann Arbor to girls under 18. Only one-third were accounted for in school, at home, or in the Young Mothers Program (Washtenaw County Intermediate School District). Young mothers-to-be should stay in school to help them support themselves later, if necessary. Ann Arbor has no written policy regarding pregnant students, but lets them remain in school or attend the Young Mothers' Program.	Lobby for state reimbursement for transportation of pregnant girls to the Young Mothers Program. Provide girls dropping out of school with information about the program (among other things). Provide comprehensive health care and counseling to the girl remaining in school. Provide transportation to the Programs. Encourage girls to return to school after the birth (and provide child care). Formulate a written policy.	37-39	
39	School-aged mothers, teachers, school workers, and members of the community need childcare. Morning kindergarteners often need care (or transportation to existing centers) in the afternoon.	Plan child-care (pre-school) facilities in each school district. Older students of both sexes and teachers (receiving coaching-type stipends) might help, or professional pre-school services might be set up.	39	
40	Ann Arbor has five women elementary principals and no junior or senior high school principals or assistant superintendents. There is one vice-principal at the junior high school level. In view of the highly prejudicial remarks made by male administrators when when interviewed, there is a lack of secondary (particularly) administrators to encourage girls to aspire and to accomplish. There are a great many women teachers to encourage to leadership roles.	Seek outstanding women to administer Ann Arbor's schools when positions become available. Set priority to hiring more female high school teachers. (There are many more male than female.)	37-40	

SUMMARY

NO.	PROBLEM	RECOMMENDATIONS	PAGES	EXHIBITS
41	Many schools are instituting various programs in "Women's Studies" to help young women gain pride in the accomplishments of their sex and to aspire to lives of personal accomplishment. One school offers "The Male Experience." The curriculum offers few models of female greatness.	Initiate courses in Women's Studies, History of Women, Growing Up Female - Growing Up Male, etc., to help students identify proudly with the potentialities of their sex. Invite local people achieving happily in fields thought unusual for their sex to speak to students. Utilize University resource people with expertise in Women's Studies. Buy books featuring non-stereotyped women.	40-41	
42	Ann Arbor school personnel have made a great number of statements (quoted) highly derogatory of females. Girls are given watered down Industrial Arts courses, and are discriminated against in sports.	To heighten the awareness of school personnel to areas of discrimination, an IN-SERVICE TRAINING PROGRAM is mandatory, perhaps in conjunction with Humaneness in Education.	41	
43	The Ann Arbor school community, as well as the general public, is as yet insensitive to sexual discrimination and stereotyping. People are used to seeing men pressed toward superiority and women downplayed. Our schools have unwittingly been overprotecting girls and not helping them to aspire to accomplish.	In order to help the schools avoid these errors and keep a check on areas of possible sexual discrimination, it is urgent that an ombudswoman or a team of ombudswoman be appointed.	41-42	
44	There are complaints that schools discriminate against boys, particularly at elementary school levels, by not having male teachers and by engaging in activities of a passive, sedentary nature. Boys frequently become behavior problems.	Seek and hire excellent men teachers for primary and elementary grades to set models for young boys and to impress children that men are interested in youngsters. Create elementary programs containing more physical activity than at present to utilize the abundant energy of many children.	42	

SUMMARY

NO.	PROBLEM	RECOMMENDATIONS	PAGES	EXHIBITS
45	Black and other ethnic minority women are at the bottom of the economic ladder. Almost half are in-service occupations. Black female students participate little in after-school activities.	Exert effort to recognize and and challenge abilities and aspirations of female minority students. Use books and materials emphasizing the accomplishments of racial and ethnic minority women. Develop extra- (and intra-) curricular athletic and non-athletic programs to interest minority female students. Provide counseling to help them enter rewarding future lives. Use affirmative action in hiring fine minority females at administrative, teaching, and counseling levels.	43	
46	Adult High School Equivalency Programs charge high book deposits (which students confuse with illegal book charges); give contradictory information to adult students; do not have uniformly enforced policies; penalize students unfairly (e.g., for absences); and frequently give students bad advice in course selection, sometimes resulting in their not receiving course credit. Also, evening students do not have access to the school library.	1) Provide books free to older students with the understanding that fees are for deposit. 2) Keep deposit fees low. 3) Set, publicize, and enforce uniform policies for continuing education classes. 4) Give encouragement to women (and men) returning to school to better their lives. 5) Sponsor well-advertised programs to help women gain ability at skilled, well-paying trades. 6) Allow students in classes requiring library use, access to the school library.	44	
47	Adequate precautions are not being taken when sending students to work in the Community (from Comminity High School) to ensure that employers are committed to equal opportunity practices and to keep track of placements for female and minority students. Work experiences must be for the student's, not the employer's, benefit preeminently.	Before going into the community to gain work experience with sources outside the schools, students should be acquainted with their rights and with concepts of equal educational opportunity. Employers should be familiar with these also. Employers must sign equal opportunity affidavits before taking on students. Students should not be placed with establishments failing to carry out this commitment until there is clear evidence of change. Community High should check to ensure that minority and female students are not being stereotyped in their placements.	44-45	
	Postscript	This final section summarizes a number of new problems of sex discrimination which have come to light recently and asks that Ann Arbor and other school systems work to guarantee equal opportunity for all members of the school community.	45-48	

CONCLUSIONS AND RECOMMENDATIONS FOR IMMEDIATE ACTION

The essence of this report has been to point out the many areas of school life in which females are not given the chance or the encouragement to aspire to competence. It is certainly not the intent of our school personnel to discriminate; nor are those involved in discriminatory programs aware by and large that they are doing so. Clearcut sexual discrimination is built into state athletic rules, reading and mathematics books, union membership, societal expectations, historical writings, and so on. It will therefore be no easy task to eliminate sexual discrimination in our schools, as Dr. Westerman is attempting to do.

In striving to promote equality of opportunity for both sexes, we have emphasized two points repeatedly: 1) that no student interested in a subject of study should be turned away from a course or activity; and 2) that schools must encourage each student to strive for personal competence and interest. We feel that these two goals have implications beyond the establishment of equal opportunity for both sexes: if all students were encouraged by the schools to explore areas of personal interest and potential ability, and if opportunities were provided to help students accomplish this, perhaps young people would consider school more relevant than they do now.

We have pointed out four areas in which females are at a disadvantage: in the books used in our schools, in athletics programs, in Industrial Arts and Home Economics programs (these latter aim girls toward homemaking), and in areas requiring administrative changes (hiring of female principals, designing of buildings with facilities for both sexes in technical rooms, etc.). We feel that making great changes in all these areas would have a marked effect on our entire school system. If Industrial Arts courses were geared to meeting students' interests instead of industry's, if our athletics programs (which now spend more than ten times as much for boys as for girls) were aimed at giving each student an activity of enjoyment, then all students would benefit.

We therefore ask the Board of Education to create the following committees, composed of school personnel, students past and present, and other interested citizens, to rethink the philosophies and the programs and to make recommendations for changes in these four areas in line with the suggestions provided in our report:

1) Committee to survey textbooks used in our schools, in order to eliminate stereotypy and discrimination; (this committee would correspond with publishers to request necessary changes).
2) Committee to review the entire physical education and athletics programs of our schools to interest all students;
3) Committee to reevaluate the Industrial Arts, Home Economics, and Vocational curricula with the intention of making these programs attractive to all students;
4) Committee to make necessary administrative changes (hiring, building design, course changes, in-service training, etc.).

Further, we ask the Board of Education to accept the general recommendations and accuracy of this report.